



THE EFFECT OF USING JEOPARDY AND BOARD GAME ON STUDENTS' READING COMPREHENSION AT GLOBAL CENDEKIA VOCATIONAL HIGH SCHOOL OF KAMPAR REGENCY

THESIS

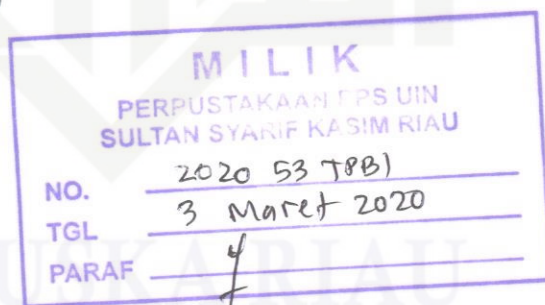
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In the Name of Allah the Most Gracious and the Most Merciful

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF FIGURES	ix
LIST OF HISTOGRAMS.....	x
ABSTRACT	xi
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statements of the Problem	6
1.3 Limitation of the Problem.....	9
1.4 Research Question.....	9
1.5 Goal and Objectives of the study	10
1.6 Significance of the study	11
1.7 Rational of the study	11
1.8 Definition of the Terms.....	13
CHAPTER II REVIEW OF RELATED LITERATURE	15
2.1 Reading Comprehension in English Language Learning	15
2.2 The Concept of Recount Text	27
2.3 Using Jeopardy to Improve Students' Reading Comprehension	30
2.4 Using Board Game to Improve Students' Reading Comprehension ..	34
2.5 Related Study	40
2.6 The Operational Concept	45
2.7 The Assumption and the Hypothesis.....	49
CHAPTER III METHOD OF THE RESEARCH	51
3.1 The Research Design.....	51
3.2 The Location and the time of the Research.....	53
3.3 The Subject and the Object of the Research	53
3.4 The Population and the Sample of the Research.....	53
3.5 The Research Procedure.....	55



3.6 The Technique of Collecting Data	58
3.7 The Technique of Analyzing Data	75
CHAPTER IV FINDING AND DISCUSSION	81
4.1 Finding	81
4.2 Discussion	105
CHAPTER V CONCLUSION AND RECOMMENDATION	115
5.1 Conclusion	115
5.2 Recommendation	118
REFERENCES	121
APPENDICES	125
APPENDIX 1 Reading Comprehension Pre-Test	125
APPENDIX 2 Reading Comprehension Post-Test.....	130
APPENDIX 3 Key Answer of Pre-Test and Post-Test	135
APPENDIX 4 The Result of the Students' Reading	
Comprehension Pre-Test and Post-Test Scores.....	136
APPENDIX 5 The Result of the Students' Reading	
Comprehension Gain Scores Exp 1 and Exp 2.....	138
APPENDIX 6 The Text of Recount Text.....	140
APPENDIX 7 Jeopardy Game in Experimental Class 1	143
APPENDIX 8 Board Game in Experimental Class 2.....	161
APPENDIX 9 Syllabus.....	164
APPENDIX 10 Lesson Plan.....	171
APPENDIX 11 Observation Sheet of Jeopardy Game	179
APPENDIX 12 Observation Sheet of Board Game	183
APPENDIX 13 Documentation.....	187



LIST OF TABLES

Table III.1	Research Design	52
Table III.2	The Total Population of the Eleventh Grade Students of Global Cendekia Vocational High School	53
Table III.3	The Sample of the Eleventh Grade Students of Global Cendekia Vocational High School	55
Table III.4	The Blue Print of Pre-Test.....	60
Table III.5	The Blue Print of Post-Test	60
Table III.6	Observation Sheet of Experimental Class 1	61
Table III.7	Observation Sheet of Experimental Class 2	62
Table III.8	Observation 1 st Meeting (Jeopardy).....	63
Table III.9	Observation 2 nd Meeting (Jeopardy).....	64
Table III.10	Observation 3 th Meeting (Jeopardy)	65
Table III.11	Observation 4 th Meeting (Jeopardy)	66
Table III.12	Recapitulation of the Observation Sheet of Experimental 1	67
Table III.13	Observation 1 st Meeting (Board Game).....	69
Table III.14	Observation 2 nd Meeting (Board Game).....	70
Table III.15	Observation 2 nd Meeting (Board Game).....	71
Table III.16	Observation 4 nd Meeting (Board Game)	72
Table III.17	Recapitulation of the Observation Sheet of Experimental 2	73
Table III.18	Recapitulation of implementation both Jeopardy and Board Game	74



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Table IV.1	The analysis of paired sample t-test of pre-test and post-test reading comprehension score of the experimental class 1	82
Table IV.2	The frequency distribution of the students' reading comprehension test (Pre-test) of the Experimental Class 1	84
Table IV.3	The classification of the students' reading comprehension test (Pre-test) score Experimental Class 1 in SMK Global Cendekia..	85
Table IV.4	The frequency distribution of the students' reading comprehension test (Post-test) of the Experimental Class 1	86
Table IV.5	The classification of the students' reading comprehension test (Post-test) score Experimental Class 1 in SMK Global Cendekia ...	87
Table IV.6	The Classification of the Students' Reading comprehension test (Pre-test and Post-test) Score of the Experimental class 1	88
Table IV.7	The analysis of paired sample t-test of pre-test and post-test reading comprehension score of the experimental class 2	90
Table IV.8	The frequency distribution of the students' reading comprehension test (Pre-test) of the Experimental Class 2	92
Table IV.9	The classification of the students' reading comprehension test (Pre-test) score Experimental Class 2 in SMK Global Cendekia..	93
Table IV.10	The frequency distribution of the students' reading comprehension test (Post-test) of the Experimental Class 2	94
Table IV.11	The classification of the students' reading comprehension test (Post-test) score Experimental Class 2 in SMK Global Cendekia	95



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Table IV.12	The Classification of the Students' Reading comprehension test (Pre-test and Post-test) Score of the Experimental class 2	96
Table IV.13	The analysis of Independent sample t-test of gain score of reading comprehension score between experimental class 1 and experimental class 2	98
Table IV.14	The Result of the Students' Reading Comprehension Post-test and Post-test Score	99
Table IV.15	The gain score of Experimental class 1	100
Table IV.16	The gain score of Experimental class 2	101
Table IV.17	The recapitulation of gain score of Pre-test and Post-test Experimental class 1 and experimental class 2	102
Table IV.18	Pre-test reading comprehension score between the experimental class 1 and experimental class 2	103
Table IV.19	Post-test reading comprehension score between the experimental class 1 and experimental class 2	104



LIST OF FIGURES

Hak Cipta Dilindungi Undang-Undang	
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Figure 2.1 Jeopardy Game	34
Figure 2.2 Board Game	37



LIST OF HISTOGRAMS

Histogram IV.1 Students' Reading Comprehension Pre-test and Post-Test

Experimental 1 89

Histogram IV.2 Students' Reading Comprehension Pre-test and Post-Test

Experimental 2 97

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ABSTRACT

Hayatun Faizah (2019) : **The Effect of Using Jeopardy and Board Game on Students' Reading Comprehension at Global Cendekia Vocational High School of Kampar Regency**

The objective of this research was to find out whether or not there is significant effect of using Jeopardy and Board game to improve students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency. This research was quasi experimental, with two groups of pre-test and post-test design. The population was all of the eleventh grade students in the academic year of 2018/2019. The number of the entire population was 188 students. The writer used cluster random sampling technique to determine the samples. The first class (XI.1 Accounting) was randomly selected as experimental class 1 and the second class (XI.1 Accounting) was as experimental class 2. The total number of samples was 60 students. Jeopardy was a game used in teaching the experimental class 1, whereas the experimental class 2 was taught by using Board game. The quantitative data was analyzed by using an inferential statistics (independent sample t-test and paired sample t-test). The analysis of the data showed that there is a significant effect of using Jeopardy and Board game on students' reading comprehension. In experimental class 1, before being given the treatment, the mean score of students' reading comprehension was 54.33, but increased to 75.83 after the treatment. Meanwhile in experimental class 2, before being given the treatment the mean score was 54.50 which increased to 75.00 after the treatment. Based on the findings and discussion of the research, the researcher concludes that the students who were taught by using Jeopardy improved better in their reading comprehension than those who were taught by using Board game.

Keywords: *Jeopardy, Board Game, Reading comprehension, Experimental Research.*



ABSTRAK

Hayatun Faizah (2019) : Pengaruh Penggunaan Jeopardy Dan Board Game Pada Pemahaman Membaca Siswa Di SMK Global Cendekia Kabupaten Kampar

Tujuan dari penelitian ini adalah untuk menemukan apakah ada atau tidak signifikan efek dari penggunaan Jeopardy dan Board game untuk meningkatkan pemahaman membaca siswa di SMK Global Cendekia, Kabupaten Kampar. Penelitian ini merupakan quasi experimental dengan grup desain pre-test dan post-test. Populasinya adalah seluruh siswa kelas XI tahun ajaran 2018-2019. Total semua populasi adalah 188 siswa. Penulis menggunakan klaster sampling untuk menentukan sampel. Kelas pertama (XI 1 Akuntansi) adalah sebagai kelas eksperimen 1 dan kelas kedua (XI 2 Akuntansi) sebagai kelas eksperimen 2. Total sampel adalah 60 siswa. Jeopardy merupakan sebuah game dalam mengajar kelas eksperimen 1, sedangkan kelas eksperimen 2 diajarkan dengan menggunakan Board game. Data kuantitatif dianalisis dengan menggunakan inferential statistics (independent sample t-test and paired sample t-test). Data analisis menunjukkan bahwa ada signifikan efek dari penggunaan Jeopardy dan Board game dari hasil pre-test dan post-test mean skor siswa. Sebelum diberikan treatment, mean skornya adalah 54,33 dan setelah diberikan treatment menjadi 75,83 di kelas eksperimen 1. Sedangkan di kelas eksperimen 2, sebelum diberikan treatment mean skornya adalah 54,50 dan setelah diberikan treatment menjadi 75,00. Berdasarkan penemuan dan diskusi dari penelitian ini, penulis menarik kesimpulan bahwa siswa yang diajarkan dengan menggunakan Jeopardy memperoleh peningkatan yang lebih baik dalam pemahaman membaca dibandingkan dengan yang diajarkan menggunakan Board game.

Keywords: Jeopardy, Board Game, Pemahaman Membaca, Experimental Research.



ملخص

حياة فائزة, (٢٠١٩) : تأثير استخدام جيوفاردي و مجلس لعبة إلى الفهم القراءة للطلاب في المدرسة العالية المهنية كلوبال جندكيا كامفار

الغرض هذا البحث للإكتشف تأثير كبير من استخدام جيوفاردي و مجلس لعبة لزيادة الفهم القراءة للطلاب المدرسة العالية المهنية كلوبال جندكيا كامفار. النوع هذا البحث هي التجارب شبه بفرقة التصميم تمرينات قبل اللعبة وتمرينات بعد اللعبة. سكان هذا البحث هو جميع الطلاب في الصف إحدى عشر في عام ٢٠١٨-٢٠١٩. إجمالي عدد السكان هي ١٨٨ طالب و طالبة. ثم أخذ عينات باستخدام العينة العنقودية. الفصل الأول (١١) أ تحقيق (الحسابات) هو الفصل التجارب الأولى و الفصل الثاني (١١ ب تدقيق الحسابات) هو الفصل التجارب الثانية. عدد عينات هي ٦٠ طالبا. جيوفاردي هو اللعبة في الدراسة الفصل التجارب الأولى و مجلس لعبة هي اللعبة في الدراسة الفصل التجارب الثانية. لتحليل البيانات و الباحثين باستخدام عينة مستقلة اختبارتي من خلال الإحصائي. تحليل البيانات يدل أن وجود تأثير كبير من استخدام جيوفاردي و مجلس لعبة من حاصل تمرينات قبل اللعبة وتمرينات بعد اللعبة في الوسط الطلاب. قبل أن تعطي الدراسة، الوسط الطلاب هو ٥٤,٣٣ وبعد أن تعطي الدراسة، الوسط الطلاب هو ٧٥,٨٣ في الفصل التجارب الأولى. و في الفصل التجارب الثانية قبل أن تعطي الدراسة، لوسط الطلاب هو ٥٤,٥٠ وبعد أن تعطي الدراسة، الوسط الطلاب هو ٧٥,٠٠. بالنظر من حاصل هذا البحث، وجد الكاتب الخلاصة أن الطلاب التي تدريسه بجيوفاردي يجدون الزيادة أحسن في الفهم القراءة من التي تدريسه بمجلس لعبة.

الكلمات المفتاحية: جيوفاردي، مجلس لعبة، الفهم القراءة، البحث التجريبي

UIN SUSKA RIAU



CHAPTER I

INTRODUCTION

This chapter presents an overview of this research. It includes brief discussion on the background of the study, the issue that was investigated, the research questions, the purpose and objectives of the study, and the importance of the study in terms of its contribution to the body of knowledge and the utilization of the findings. Each of these sections is presented below.

1.1 Background of the Study

Reading is a way to understand the meaning of a text. Reading is one of the four language skills in learning English besides listening, speaking, and writing. Reading is an important process in learning and as a language skill it must be mastered by students because by reading they can improve their knowledge, gain information, and understand the material in learning English. Besides, reading skill is needed by students for facing both local and national tests of English that are administered in written form, especially in tests for English as a Foreign Language in Indonesia. This means that comprehension of reading texts is crucial for students in their learning.

Reading is also known as a receptive skill besides listening. However, by reading students can also improve their ability in productive skills such as speaking and writing. In order to be able to speak or write, the students need the vocabulary and some information through reading and listening. Hadi (2006) stated three reasons why the application of Reading-Based Classroom Activities needs to be conducted for teaching EFL in Indonesia. The first is that in Indonesia, English is taught as a Foreign Language. For this reason, English is



used in educational situations only and in many instances, the teaching of English is done in a mixture of Bahasa Indonesia and English or totally in Bahasa Indonesia. The second reason is related to the first reason; because English is a foreign language, it then means reading becomes the primary goal of learning English (Dubin&Bycina, in Hadi, 2006). However, the students can feel more confident to learn English when they are given opportunity to get involved in reading before doing other classroom activities which focus on listening, speaking, and writing. The third reason is a matter of literacy. Bahasa Indonesia has the same alphabet as English, but many students in Indonesia seem unable to take advantage from this similarity. Thus, in conclusion, actually the four English language skills are interrelated, but reading plays an important role, particularly in the context of learning English as a foreign language in Indonesia.

Reading is also often considered as the difficult skill by students. Students cannot get better reading achievement in such kind of reading text. It is very important for increasing the knowledge of the students because that is one of the preparation of national examination. In the national examination, from a total of fifty questions, 15 consist of listening form, and 35 in form of reading text questions. It shows that Reading is dominant for testing students English in the context of Indonesian learners. This is the duty for the teacher to solve the problem. They have to show how to teach reading as well so the students can understand and answer the questions related to the reading material given.

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According to Nunan (2005, p. 69), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the readers must be able to decode (sound out) the printed word and also comprehend what they read. Besides, Whorter (1992:165) pointed out that reading is a complex process: it involves much more than adding word meaning together. Reading involves not only understanding ideas, but also recognizing the relationship and structures among ideas. To read efficiently, the readers need to be able to grasp quickly each idea the writer expresses and then determine how it relates to the other ideas expressed in that piece of writing. Meaning that, the reader should be able to comprehend the text to get the points of view expressed by the writer.

Comprehension requires making meaning from words when listening, speaking, reading, and writing (Tankersley, 2003:90). Reading comprehension is one of the basic skills to be acquired during the language course. Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). In reading comprehension, the reader interacts with the message encoded in the text to generate an understanding of an author's message. Thus, reading comprehension is an interaction between the writer and the reader.

Global Cendekia Vocational High School is one of the schools that used KTSP Curriculum in teaching and learning process. According to this curriculum, there are some kinds of text taught in Vocational high school. This includes narrative, descriptive, recount, report, and procedure texts.

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The basic competence of reading stated in the syllabus that students at Global Cendekia Vocational High School should be able to comprehend the meaning of some texts. Particularly for the eleventh grade students, one of the texts taught is recount text. Thus, they must be able to comprehend the meaning of recount text. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complication among the participants. It consists of three elements; orientation, events, and reorientation.

Based on the researcher's preliminary observation on May, 17, 24 and 31, 2018 in Global Cendekia Vocational High School of Kampar Regency, the researcher found that English, especially reading, was taught and learned in all grades, from the first to the third grade. This school has sufficient facilities for reading such as library, but the students are not interested in reading there. This school also has done a lot of efforts to improve the students' English competence. An example was that the English Club for students' extracurricular activities. Besides that, there were also English day, English zone and also support through social media such as whatsapp group to explore their English. Yet, although this school has done a lot of efforts to improve the students' English competence especially in reading, but in fact the students did not seem improve in their reading comprehension and some students still had difficulties in reading. Meanwhile, teacher taught the students by using lecturing. First, the teacher explained the material and then asked the students to question, after that gave the

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students exercise. However, the strategy which was used by the teacher still cannot help the students to comprehend recount text properly.

It could be seen from students' ability in comprehending the meaning of the text which was still far from the expectation of the curriculum. The indication is that the students were not able to achieve Minimum Competency Criterion (KKM), that is 70. Although this is not the KKM for reading, but most of Competency Standard that should be mastered by the students is about reading texts, passages or dialogs.

To teach the students needs an appropriate and interesting strategy in order that students' comprehension can be improved. In this study, the researcher used Jeopardy and Board Game as alternative techniques in teaching reading. Games have been proven useful in improving learning in classes. By using the game, the students will be active in learning. Meyers and Jones (1993:13) define active learning as "any activity that substantially involves students with course content through talking and listening, writing, reading, and reflecting". According to Revere (2004) playing Jeopardy in the class improves students understanding and therefore course satisfaction. Jeopardy Game can be used as a form of classroom review, to increase student interaction, and track comprehension.

Richardson (2015:1) suggested to make a Board Game based on themes of the text to demonstrate reading comprehension. Thus, any themes of the text can be used in this game included recount text. However, Parlett in El Shamy (2001:53) defined Board Game as "theme games" and often based on popular formats that is used.



Furthermore, Fitzpatrick (2011:1) said that Board game requires putting into action everything that is read, and it can improve reading comprehension. In this case, game is also used as an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright, 2006: 1). In accordance with the phenomena above, it is clear that some of the students are still encountering difficulties in learning English especially in terms of comprehending the meaning of recount text. Thus, based on the problem that the writer mentioned and to improve students' reading comprehension, it is necessary to investigate the problems above into a research project entitled: ***"The Effect of Using Jeopardy and Board Game on Students' Reading Comprehension at Global Cendekia Vocational High School of Kampar Regency"***.

1.2 Statements of the Problem

Reading is one of the receptive skills that has an important role in learning English as a school subject. Furthermore, Harrison (2004) stated that the importance of reading in relation to human development. Reading determines how the students are able to think, that it has fundamental effect on the development of imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person they are capable of becoming. Thus, reading needs knowledge to comprehend the texts because by gaining knowledge readers can receive information from the text.

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Reading is an essential skill that should be completed with comprehension. Thus, besides reading, the students should comprehend the text. Reading Comprehension can be defined as a process of interpreting meaning, not only reading the words, but also proceeding and even interpreting knowledge efficiently and fluently. Klinger (2007:17) stated that reading comprehension is a process of constructing meaning, coordinated with complex processes, included word reading, words and world knowledge, and fluency. To teach reading, a teacher needs to use the appropriate strategy because matching learning style and teaching method will result in students' better achievement. Perhaps, by using Jeopardy and Board Game, students can be active in learning and pass the passing grade in curriculum used by the school.

Based on the phenomena experienced by students at the eleventh grade students of Global Cendekia Vocational High School, it appeared that the students still faced difficulties in reading. The weaknesses above might be caused by the several factors, which may come from students themselves or their surroundings. Preliminary study conducted at the school indicates that some of the students were not able to identify main idea or understand the information and the events in, for example, recount texts. They also faced difficulties to identify communicative purposes, generic structure and language feature of recount texts. Some of the students were also not able to find the reference and inference word in the texts.

They also had difficulties to find the meaning of vocabulary especially Preterit (V2) in the the text. The last point is that the students have low motivation in learning reading.

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As the researcher stated before that many factors influence the students to gain the instructional objectives in reading comprehension, such as external and internal factors. External factor comes from the contexts such as family, school, society, and environment, while internal factor comes from intelligence, motivation, and Personality. However, the students are expected to be present on time and practice actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities. These complimenting engagement between teacher and students to generate conducive classroom environment and improve the students reading comprehension. Here the teacher needs an appropriate way which emphasizes the role of a teacher as an instructor and facilitator in order to engage the students in the teaching and learning process.

Some previous studies have discussed about the use of Jeopardy and Board game. For example, Benek-Rivera (2004), talked about the active learning as a result of using Jeopardy in teaching. He suggests that Jeopardy can increase students' motivation in learning. Besides, the students have fun playing Jeopardy and it provides opportunity for team work, and also reinforces students' learning.

As for Board Game, Viray (2016) conducted a study about Engaging Students through Board Games: Measuring Its Effectiveness on Academic Performance. The Results revealed that the experimental group who was exposed to the board games has higher academic performance as reflected in their mean score.

In this research, the games are not fully to be applied in the teaching and learning process. Based on the previous research, Jeopardy is combined with



Reading Aloud strategy, while Board game is combined with Silent Reading activity. In this research, both Jeopardy and Board Game will be combined with Reading Aloud strategy in order to know whether there is a significant effect on students' reading comprehension after the use of Jeopardy and Board Game by the teacher.

1.3 Delimitation of the Problem

In accordance with the statement of the problem stated above, it was clear that there were several problems involved. Thus, the writer needed to delimit the problems to the students' inability in reading recount text which includes inability to find the main idea of the text, factual information, meaning of vocabulary, inference and reference word related to the reading text given. To help the students in comprehending the text, Jeopardy and Board Game were used as the media in teaching reading comprehension. The research was conducted to the eleventh grade students of Global Cendekia Vocational High School in Kampar Regency. And the last, the data on the students' reading comprehension was gathered using a written test (multiple choice) which is consist of 20 questions.

1.4 Research Question

Based on the delimitation of the problem stated above, thus the problems of this study are formulated into the following research questions:

- a. Is there any significant effect of using Jeopardy Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency?

Is there any significant effect of using Board Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency?

Is there any significant difference in improvement of reading comprehension between students taught using Jeopardy and students taught using Board Game at Global Cendekia Vocational High School, Kampar Regency?

1.5 Goal and Objectives of the study

The goal of this study is to investigate the effect of using Jeopardy and Board Game on students' reading comprehension of recount text at Global Cendekia Vocational High School.

More specifically, this goal is presented into the following objectives:

- a. To examine whether or not there is a significant effect of using Jeopardy Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency.
- b. To examine whether or not there is a significant effect of using Board Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency.
- c. To find out whether or not there is a significant difference in improvement of reading comprehension between students taught using Jeopardy and students taught using Board Game at Global Cendekia Vocational High School, Kampar Regency.



1.6 Significance of the study

The findings of this study are potentially useful and valuable, especially for students and the teachers of English of the eleventh grade at Global Cendekia Vocational High School in improving the teaching and learning process in the future. Besides, the findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language and those who are concerned with the world of language teaching in general. In general, the study is expected to provide practical and theoretical information to contribute to the development of second or foreign language teaching as a field of knowledge and as a profession. Finally, at the personal level, the study has significantly contributed to the writer's capacity as a novice researcher in learning how to conduct a research project.

1.7 Rationale of the Study

The writer believes that there was a general dissatisfaction among school teachers regarding the low level of reading comprehension achievement of the students. Meanwhile, reading is one of the most important language skills in academic field. It is also one of the most complex skills in developing second language fluency because, in reading, people do not only activate their language competence but also their competence in connecting the text to the context. Reading has many contributions in enhancing and enriching students' knowledge. Nowadays, reading is an essential skill for all students at all levels, starting from elementary school up to university. Therefore, the writer took the students' reading comprehension as one of the variables in this study.

To master reading skill, readers need good comprehension in reading and that involves thinking process. Most of the students in the preliminary stage of this study complained that they had to spend much time in reading comprehension lesson but they still could not achieve the satisfactory result. Thus, it was crucial to conduct this study as a step towards improving students' reading comprehension and increasing their performance by using Jeopardy and Board Game techniques.

Besides, a lack of motivation in attending language courses was a presistent problem that most teachers who teach English to students enrolled in professional courses face. Then, when language classes were attended, the biggest challenge lies in motivating students in reading activity. Reading passage was bound to be too difficult for them and they predict that the whole experience will be frustrating and motivating, such attitudes often due to unsuccessful experience in reading.

The writer used Jeopardy and board game due to the phenomena that can't be avoided by teachers, that is, the world of gaming through the ICT which is also growing rapidly and some of its consumers are students. In accordance with the development of technology in this era, the students tend to play both online and offline game in their mobile phone. Because playing game is one of their hobbies, so that the writer is interested to integrate the game to the learning of English in the classroom. Jeopardy and Board game have the same characteristics which consist of some questions that would be answered by the students. Although they have the same characteristics, in this research Jeopardy applied by Using ICT



(laptop, projector, and in form of power point slides). However, Board game was applied on the Board/Paper which would be played by the students.

In this research, the writer chose Global Cendekia Vocational High School as the research location because this was the new school in Kampar regency where English is one of Priority subjects that should be mastered by the students. Besides, this school also has enough students for the population of this study.

The eleventh grade students were chosen as the population of this study because they had had a year of experience to study English at Vocational High School, which could be used as the foundation of the students' English knowledge and skill. Recount Text was taught to the eleventh grade students in the second semester. Thus, this matched with the research schedule.

1.3 Definition of Key Terms

In order to avoid misunderstanding, it is important to define several key terms used in this study as follows:

1. Effect

According to Cresswell (2012:623), effect is the influence of each independent variable on the outcome of dependent variable in an experiment. In this research, effect is defined as the influence of using Jeopardy and Board Game on students' reading comprehension of recount text at the eleventh grade students of Global Cendekia Vocational High School Kampar Regency.

The Jeopardy game is a creative yet meaningful format for reviewing for a course (Joan, 2004:107). Based on Joan and Methew (2004), Jeopardy Game is the popular television game show and is presented as an active learning technique designed to motivate students to actively participate in class. It requires students to assume more responsibility for learning, reinforce lessons previously taught, and add variety to classes by providing a fun environment. This technique is suitable for almost any course and level of students. In this study, Jeopardy means an instructional game used by the teacher to improve students' reading comprehension.

Fitzpatrick (2011:1) said that Board game requires putting into action everything that is read, and it can help improve reading comprehension. Participants sit around a game board, roll dice, take turn and answer question. Meanwhile, Board game in this research is a game which is used by the writer to know its effect on students' reading comprehension of recount text at the eleventh grade of Global Cendekia Vocational High School, Kampar Regency.

According to Klingner (2007:8), reading comprehension is the process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. In this study, reading comprehension means comprehension of the students in reading recount text, with a focus on identifying the meaning and understanding the text itself.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews relevant theories and concepts about Reading Comprehension, and Jeopardy and Board Games. It also presents a review of several previous related studies, the operational concept, and the hypotheses of this research. Each of these sections is presented in more detail below.

2.1 Reading Comprehension in English Language Learning

Murcia (2001:154) defined reading as an interactive, socio cognitive process, involving a text, a reader, and a social context in which the activity of reading takes place. In reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's interpretation in which this interpretation comes from reader's background knowledge about language, experiences and cultural framework. However, the expectation and intent when the reader reads is to make meaning and to comprehend what he or she reads to gain the information from the text.

However, Hasibuan (2007:114) stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. Meanwhile, according to Tankersley (2003:90), comprehension requires making meaning from words when listening, speaking, reading, and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text.



Making connections is the key to comprehension. A reader does not comprehend unless she makes connections and are able to process the words that she reads at the thinking level. Comprehension is the center of reading. Dorn (2005:14) stated that comprehension is a complex regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehending strategies to monitor and sustain the meaning.

Based on the definition above, it can be concluded that reading is an interactive process between a reader and a writer; from a text and comprehension means understanding what the text tells about. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (prior knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Reading comprehension also involves much more than readers' responses to text, but it is a complex process where the reader can comprehend a text.

a. Purpose of Reading

Reading is also an activity with a purpose, Hasibuan (2007:114). There are several purposes why persons read, they are:

- 1) Reader may read in order to gain information or verify existing knowledge.
- 2) To critique a writer's ideas or writing style.
- 3) To enhance knowledge of the language being read.
- 4) For enjoyment.

Moreover, Murcia (2001:187) pointed out that in academic setting, students learn to read for multiple purposes such as:

- 1) to search for information,
- 2) for general comprehension,
- 3) to learn new information, and
- 4) to synthesize and evaluate information.

Furthermore, Harmer (2007:99) stated that there are many reasons why getting students to read English text is an important part of the teacher's job. Many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Reading is also useful for language acquisition. Providing that students understand more or less of what they read, the more they read, the better they get at it.

Regarding with the purpose of reading stated above, it can be concluded that there are several purposes of reading. When reading, the reader reads for several purposes such as; to find out main idea (skimming), to locate specific information (scanning), to learn information, to synthesize information from multiple texts and also for pleasure, with the intention of being entertained or informed and the last is to engage the knowledge.

The reader uses knowledge, skills and strategies to determine what the meaning is. To get the meaning or comprehend the text, it is important to have several competencies below:

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- 1) *Linguistic Competence* means the ability to recognize the elements of writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- 2) *Discourse Competence* means the knowledge of discourse makers and how they connect parts of the text to one another.
- 3) *Sociolinguistic Competence* means the knowledge about different types of texts and their usual structure and content.
- 4) *Strategic Competence* means the ability to use top-down strategies as well as knowledge of the language.

From the competencies stated above, actually those are related to the purpose of reading stated before. The purpose for reading and the type of the text determine the specific knowledge, skills, and strategies that a reader needs to apply to achieve comprehension. Thus, the competencies stated above are very important to the readers in order to be able to comprehend a text.

b. Types Task of Reading

There are several types of reading task that a teacher can provide for classroom activities. Brown (2003:189) pointed out that there are four task types of reading, namely:

1) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.



2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraph, and simple charts and graphs.

3) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narrative and description, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes and the like. Top-down processing is typical of such tasks, but bottom-up performance may be necessary.

4) Extensive

Extensive reading applies to texts of more than a page, up to including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text. Top-down processing is assumed for most extensive task.

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Regarding with the types of task stated above, it means that the teachers should give the task based on students' level in learning in order to make it run well. Thus, the objective of learning will be achieved successfully.

c. **Micro and Macro skills of Reading Comprehension**

Besides the above types, there are also skills in Reading comprehension namely: micro and macro skills of reading comprehension. Brown (2003:187) pointed out that macro and micro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

1) **Micro skills**

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

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- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative function of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalizations and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

From the macro and micro skills stated above, it can be concluded that those skills are guidance for teachers to know the ability of their students. Those are also related to the types of task that

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a teacher provides in assessing students learning especially in terms of reading comprehension. From the macro and macro skills, a teacher knows whether or not the learning objectives are achieved.

There are also five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. Syahputra (2014:94) stated that these five reading processes should be considered by teachers. Each of these processes is described below:

1) Micro process

A reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. At least two processing skills are required for the understanding of individual sentences.

2) Integrative processes

Readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationship between clauses and/or between sentences must also be comprehended.

3) Macro processes

Ideas are connected and retained in memory more effectively if they are organized around an overall

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organizational pattern. The main topics in an organized text make up a kind of summary. The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macro processing.

4) Elaborative processes

We often make inferences not necessarily intended by the author and not required for a literal interpretation. The process of making inferences not necessarily intended by author can be called elaborative process.

5) Metacognitive processes

Metacognitive may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension and long term recall.

d. Teaching Reading Comprehension

In teaching reading, there are several principles that must be considered by the teacher. These teaching principles may guide the teacher in the process of teaching reading. Harmer (2007:101) stated that there are six principles in teaching reading as follows:

- 1) Encourage students to read as often and as much as possible.



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The more students read, the better they get at it. Everything teachers do should encourage students to read extensively as well as intensively.

- 2) Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. The teacher should try to help them get as much pleasure from it as possible. Yet, during lessons the teacher ensures that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses.

- 4) Prediction is a major factor in reading.

Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hints' so that they also have a chance to predict what is coming.

- 5) Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text

and its linguistic and activation potential), teacher needs to choose good reading task.

6) Good teachers exploit reading texts to the full.

Good teacher integrates the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life.

From the explanation above, it can be concluded that teaching reading is not an easy job because there are some factors that can affect students' success in learning, such as the factor from teachers, students, environmental conditions, subject matter, and techniques to teach or learn the lesson material.

Thus, one of the most important aspects of teaching reading is the selection of the reading text. The reading selection should not contain the marked dialect or slang features. The selection should have high interest value to the students and the content should not contrast to the students' own cultural values.

e. Assessing Reading Comprehension

Assesing reading comprehension is important in order to know whether or not the students understand the text. Related to the types of task in reading, thus to asses reading comprehension, also has different measurement. In this Research, interactive reading types are used. Brown (2003:204) designed the assessment to ases interactive reading called

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Impromptu Reading Plus Comprehension questions in Reading comprehension passage. It is noticed that this set of questions, based on a 250-word passage, covers the comprehension of the following features:

- a. main Idea (topic)
- b. expressions/idioms/phrases in context
- c. inference (implied detail)
- d. grammatical features
- e. detail (scanning for a specifically stated detail)
- f. excluding facts not written (unstated detail)
- g. supporting idea (s)
- h. vocabulary in context.

The questions represent a sample of the test specifications for TOEFL reading passages, which are derived from research on a variety of abilities good readers exhibit.

For many students, however, it is neither easy or nor straightforward. *Assesing reading: Multiple measures* contains a collection of formal and informal reading assessments for use with students in Kindergarten-Grade 12. These assessments assist the teacher in targeting areas of strength and weakness, in monitoring student reading development, and in planing appropriate instruction.

In Grades 4-12, assessment plays a role in monitoring progress as well as in identifying causes of reading difficulties, especially for struggling adolescent readers. In conclusion, different types of reading

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require different instruments of task, and also different grades of the students requires different levels of difficulties of the measurements.

2.2 The Concept of Recount Text

According to Endrawati (2018:14), recount text is a text that tells the reader about one story, action or activity. Its goal is either to entertain or inform the reader. Recount is a piece of text that retells past events or experience in the past, usually in the order in which they happened.

Thus, the purpose of a recount text is to give readers a description of what happened and when it happened in the past. Because events in recount texts happened in the past, so that recount text is normally presented in the past tense and temporally sequenced.

a. Types of Recount Text

There are three types of recount texts, namely:

- 1) *Personal Recount*: telling about the personal experience of the writer in the story.
- 2) *Factual Recount*: retelling events or incidents such as a newspaper report, an accident report, and etc.
- 3) *Imaginative*: taking on a fictitious role and relating imaginary event.

Although there are several types of recount text, but usually the type that is often used in the classroom in teaching and learning process is personal recount or someone's experience. Usually the recount text that is used in vocational high school such as the one in this study is in the form of someone's biography.

b. Generic Structure of Recount Text

In recount text, generally there are three parts or generic structure., These are:

- 1) Orientation; This part tells who was involved, what happened, where the events took place, and when it happened. In other words, orientation means introducing the participants, place and time.

Example: *Last night, I read an article about adolescence in a magazine.*

- 2) Events (event 1 and 2); This part tells what happened and in what sequence or describe series of event that happened in the past.

Example: *After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extra-curricular activities.*

- 3) Reorientation; This part consists of optional-closure of events/ending.

Example: *I was able to control my emotions and to have a place where I could express my creativity in positive ways.*

The following text is an example of recount text;

My Experience Meeting with Taufik Hidayat.

Orientation

Last Sunday, there was Thomas Cup Badminton championship between Indonesia nad China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi.

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Events

Before entering Istora Gelora Bung Karno, we looked at the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Annga Pratama, Rian Agung and the other Indonesian badminton players in that bus. They were very handsome. Then we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because he was my old friend when I was in senior high school, he was Andre. After that he let me in. Finally I could meet Taufik Hidayat and got his signature.

Reorientation

Then I went back to my seat at the Istora stadium to support Indonesian team. The supporters were very crowded. They shouted “IN-DO-NE-SIA” during the match.

In conclusion, a recount starts with an orientation which introduces participants (who) and provides the setting (when and where). Following the orientation, a series events was recorded. Finally, reorientation gives the conclusion or ending of the story.

c. Language Features of Recount Text

In recount texts, the features of language can be seen in the followings:

- 1) Introducing personal participant: I, my group, etc.

- 2) Using chronological connection: then, first, next, after that etc.
- 3) Using linking verb: was, were, saw, heard, etc.
- 4) Using simple past tense (V2)

2.3 Using Jeopardy Game to Improve Students' Reading Comprehension

Jeopardy game is activity that encourages students to think about the quality questions which may lead to a particular answer. It has the potential to stretch more able students who may think creatively about possible alternative question (Nothem, 2007: 40). Jeopardy is adopted from television quiz show and adopted into language game for educational tool by Friedman (2011: 31). Jeopardy also helps the students remember and review what was covered in previous lectures.

a. Concept of Jeopardy Game

Based on Joan and Methew (2004), Jeopardy Game is the popular television game show and is presented as an active learning technique designed to motivate students to actively participate in class and assume more responsibility for learning, reinforce students previously taught, and add variety to classes by providing a fun environment for structure and students alike. This technique is suitable for almost any course and levels of students.

Based on statements above, it can be concluded that Jeopardy game in this research is a kind of technique for teaching reading by allowing the students to work in groups and compete to win the game by answering questions from questions provided.

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Jeopardy has two kinds of implementation, high-tech version and low-tech version. In high tech version, it requires computer, PowerPoint, and a TV or projector in the classroom. In low tech version, it requires paper, card, blackboard, and magnet. The writer used Power Point and projector to make the class interesting.

Jeopardy game is the same as “Family 100” game in indonesia. In the front, there are some topics or indicators that depend on what topic that is discussed. Then, there is also score 100-500, while in the back of the scores are questions related to the topic that is discussed. The higher score has also the Higher Order Thinking (HOT) questions. Therefore, it makes the game more challenging for the students.

b. The Advantages of Jeopardy Game

In teaching vocabulary by using Jeopardy game, it is a great way to reinforce curriculum during class time. It also is a valuable educational tool in other situations as well (Friedman, 2011: 31). In teaching vocabulary, this game also presents new words; in one meeting there are 25 words that are presented by using Jeopardy game. This game can make students cooperate with their friends because this game emphasizes students not to use dictionary so that they will rely on their memories and inform to each other. Therefore, student’ reading comprehension will increase based on the syllabus in the second semester. Furthermore, teachers should look at the curriculum or the material that is suitable for teaching reading by using Jeopardy game.

c. The Disadvantages of Jeopardy Game

The disadvantages of Jeopardy game in learning activities: the first, it's a game that takes time to explain for students to understand about the game. Second, the teacher must consider the difficulty level of the questions. Third, the situation of class is usually noisy. Fourth, the passive students tend to give their responsibility to the active students because this game is played in the group.

d. Procedure of Jeopardy Game

According to Benek (2004: 109) the procedure of playing Jeopardy is as follow:

Step 1 (5 Minutes). Divide the class into teams of 3 to 5 members.

Each team should be distinguished from one another by team names of numbers. The team name can be letter (A, B, C, D, etc). Next, team members are introducing themselves or exchanging greetings. While the teacher charts the Jeopardy whether in the whiteboard or powerpoint.

Step 2 (20-50 minutes). The instructor (teacher) begins the game.

The teacher may select the group by pints out as she/he likes or randomly determined which group that gets the first turn.

Step 3 (5 minutes). Allow at least 5 minutes of class time for a final Jeopardy, so that final scores and a winner may be determined. Responses in final Jeopardy also must be in the form of question. The teacher may wish to tape-record the final Jeopardy music from the TV show twice (60 seconds) to play while the teams develop their responses.

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In conclusion, the procedures of Jeopardy can be concluded in the following procedures:

- a) Divide students into groups (3-5 members each group)
- b) Let the students select the group names and they are introducing and greeting.
- c) Chart the Jeopardy and demonstrate the rules.
- d) Show the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.
- e) Command students from the first group who can to quickly raise their hands.
- f) Choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)
- g) If the group cannot answer the question or clue, the teacher choose t h e other group members who raise hands up quickly.
- h) The students cannot use the dictionary but they can ask their member of group about what is the answer.
- i) The group who get the highest score is the winner.
- j) After all questions are answered; the teacher and students discuss it together.

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Figure 2.1
Figure of Jeopardy Game

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JEOPARDY!

Topic	Topic	Topic	Topic	Topic	Topic
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

2.4 Using Board Game to Improve Students' Reading Comprehension

According to Hornby, Board means a surface marked with patterns on which certain games are played. Besides that, El Shamy ? Said that Game is a competitive activity involving skill, chance, or endurance played according to the rules. Thus, board game means a game based on a

certain pattern played on a board. Board game can be designed for more than one type of game and can also be modified in terms of the length of time needed for playing.

a. Concept of Board Game

According to Wright (2006: 1), the word game is related to an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with each other. For example, Board Game creates warm and happy atmosphere where teacher and students enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested in learning.

Besides, El Shamy (2001:54) stated that Board Game is an excellent means of practicing and refining participant knowledge of concepts and principles. They also work very well for practicing the application of models that have been covered in the training.

Furthermore, Walstad (2010:1) stated that while a board game is not new, the playing of board games is timeless. Many of us enjoy playing a good Board Game now and then. Many types of Board Game can be used to teach students many important concepts. There are five important concepts for playing Board Game that can be used to teach students: Taking Turns and Having Patience, Playing Fair, Reasoning and Strategy Skills, Good Sportsmanship, Friendships and Working Together.

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1) Taking Turns and Having Patience: In Board Game, students are taught to wait for their turn. Sometimes this can be hard as students tend to get anxious. However, as this skill is practiced, it will get easier for them in Board Game and in playing with friends and siblings in general.

2) Playing Fair: It is so easy for students to get upset when they lose a turn or things don't go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help students as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.

3) Reasoning and Strategy Skills: Playing Board Game will help students reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout life.

4) Good Sportsmanship: Many students get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say hurtful things. Students need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who

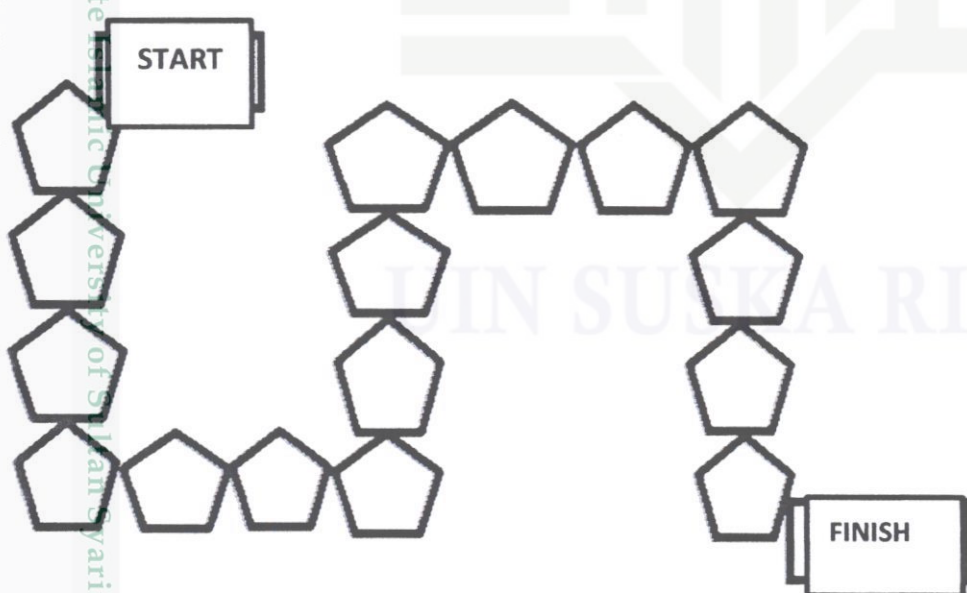
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Friendships and Working Together. Perhaps, one of the best concepts that can be learned from playing Board Game is the bonding and unity that comes along with it. Playing game as a family can bring them closer together. Sometimes, playing games as teams can teach the family, or friends to work together for a common goal and when the students work in group of course they will have strong relationship and each other.

From the explanation above, it can be concluded that playing Board Game really builds the good character and behavior of the students. For example being honest, fair, responsible, patience, working together and so forth.

Figure 2.2
Figure of Board Game



There is START and FINISH in this Board game. This game is similar with snake and ladder and Ludo game, where, the winner of the game is who gets the box to finish firstly. The box consist of some questions and the students should answer the question. Besides some questions, there is punishment of several boxes. Thus, it makes the students feel challenging to play this game.

b. The Advantages of Board Game

According to Dewar (2009:2), there are many advantages of using Board Game in the classroom. They are:

- 1) The students will enjoy playing the Board Game.
- 2) Board Game encourages students to detect patterns of a material.
- 3) Board Game encourages students to plan ahead.
- 4) Board Game encourages students to predict the outcome of alternative moves.
- 5) Board Game encourages students to learn from experience.

In conclusion, Board Game can be used to teach critical thinking to students because every turn of them, they will tell about the topic they got. Board Game also provides language practice in the various skills; speaking, writing, listening and reading. Board Game usually involves friendly competition and they keep students interested in learning the language. Finally Board game can help the students learn about new words more easily.

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c. Procedures of the Game

Before implementing the Board Game, Sugar (2002:34) stated that the following preliminaries are the procedures to actual game play that help create the structure for the game and a game plays environment. They may include these activities:

- 1) Dividing the class into sub-groups or teams.
- 2) Seating each team at its own table.
- 3) Getting players lined up in established game play areas.
- 4) Having teams select team names.
- 5) Getting teams to assign roles to players and establishing procedures for knowing which team member should respond to a question.
- 6) Distributing game materials, including game sheets, paper, and pencils.
- 7) Distributing score sheets, question sheets, and other game materials.
- 8) Displaying game information and player instructions.

Next, the teacher introduces the game to the students and describes the rules. This introduction, along with an interesting classroom layout, should help motivate students to play. The teacher may also want to ask if there are any questions about the rules, ask one or more students to restate the rules to ensure that the players understand what is expected of them.

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2.5 Related Study

Many experiences show that teaching English through Game is effective to improve students personality and reading comprehension. In this research, the writer takes some related studies. Futher information for several related studies are presented below.

Benek-Rivera, and Mathews (2004) investigated on *Active Learning with Jeopardy*. This article explains that the Jeopardy exercise outlined is based on the popular television game show and is presented as an active learning technique designed to (a) motivate students to actively participate in class and assume more responsibility for learning, (b) provide an in-class oportunity for team work, (c) reinforce students' learning of course concept previous taught, and (d) add variety to classes by providing a fun environment for instructor and students alike. This article suggests using Jeopardy to review for exams. It concludes with a discussion of the effectiveness of the Jeopardy technique.

In this article, the author states about how to apply Jeopardy in the classroom, starting from the history of Jeopardy, the concept, preparation, the rules and the procedures in aplying Jeopardy. The last is about the findings. They said that Jeopardy technique meets the intension and objectives of the research.

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The similarities of this article to this study is that the discussion about the Jeopardy game that can motivate the students in learning English. While the difference is that, this article focuses on Jeopardy game while this study focuses on the effect of using Jeopardy and board game on students' reading comprehension.

Simkin (2013) conducted a study entitled *Playing Jeopardy in the Classroom: An empirical study*. Playing TV game shows such as Jeopardy or survivor in the classroom can be fun. This is an experimental trials to find out whether the Jeopardy improve students' understanding of course concept. This article reported the use of a customized Jeopardy game by the author and the results of eight trials using it in the classroom. The aper also described how the author solved such mechanical problems to determine which contestant wins the right to answer and how to keep score without an automated system.

Another way to measure teaching effectiveness is to assess student perceptions of the game. An in-class survey constructed for this purpose indicated that most students felt they learned or reinforced their knowledge about course subjects, they liked a number of things about the game, and they were enthusiastic about playing Jeopardy again in later classes. These mixed findings point to the need for more empirical work to identify what factors lead to better learning gains in some settings but not in others.

Leathem and Mark (2012) carried out a study entitled *A Case Study of a Jeopardy Style Game Show for Construction Classes*. This paper

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explores the concept of non-traditional interactive teaching techniques through the design, fabrication, and implementation of a Jeopardy style game show. The idea was developed as a means to create a more engaging learning environment for students of a lecture style construction Materials and Methods class.

The results of the study are encouraging. From a qualitative perspective, students overwhelmingly agree that interactive learning methods such as the game show concept present and create more interest in the class. Further, it supports the interactive learning outcomes that the student seeks in the classroom environment.

Wiseman and Shane, (2016) conducted an investigation entitled *The Value of Collaboration and Game Play*. This study explores the use of activities in presentation of information to first-year students at an urban community college. To facilitate student orientation to campus resources, they presented information in both game-play format and reading activity. Students were quizzed on the application of this information.

The results were contrasted with a control group who did not participate in either activity. Although inconclusive based on the scope of this study, the results suggested that participation in an activity contributed to short-term retention of information.

Viray (2016) conducted a study entitled *Engaging Students through Board Games: Measuring Its Effectiveness on Academic Performance*. Students' academic performance has various predictors. It is affected by

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so many factors. This study aimed to determine the effectiveness of engaging students through board games on their academic performance. The research used a quasi-experimental approach. Data were collected and treated using mean and t-test to determine the difference on the academic performance of the two groups. Results revealed that the experimental group who was exposed to board games has higher academic performance as reflected in their mean. Moreover, it is also evident in the findings that there is a significant difference in the academic performance of the control and experimental groups.

The similarities of this study to the the current study is on the use of Board Game to find out its effectiveness in teaching reading comprehension. The design of both study is also the same (quasi-experimental). Besides that, both researcher use the same way to collect the data. On the other hand, the difference of these study are that dependent (Y) variable. Viray focused on students academic performace, meanwhile the writer focuses on students' reading comprehension.

Hidayati (2015) conducted an investigation in a study entitled *Improving English Writing Skills through Board Games for Grade X Students in Semester 1 of SMA Negeri 1 Pengasih in the Academic Year of 2014/2015*. This research was a classroom action research and the researcher concluded that the Board Game made the class more relaxed and they could understand the materials better as they could learn from their peers. The learners were also being more independent in doing the

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tasks. Working in groups with their own classmates made them more relaxed in discussing and asking questions about the materials.

The similarities to this study is that this study also involved the use of board game to teach the students. Meanwhile, the differences is that Hidayati used an action research while the writer uses quasi-experimental research. Besides, Irma focused on students' Writing ability while the writer focused on students' reading comprehension.

As'ad (2011) conducted a study entitled *Using Board Games as Instructional Media to Improve the Speaking Ability of the Seventh Graders of MTS NU Kraksaan*. In this research, the researcher applied collaborative classroom action research (CCAR). The findings of the research showed that board games improved the students' speaking ability in *asking for and giving opinion* and increased their participation and involvement during the class activities. Their speaking performance developed in terms of communication, fluency, and accuracy. Based on the findings, he concluded that using board games to teach speaking in the classroom could improve the students' skill and ability in asking for and giving opinion and their involvement.

The similarities to this study ison the use of Board Game in teaching students . Meanwhile the differences is that As'ad used an action research while the writer uses quasi-experimental research. Besides that As'ad focuses on students' speaking ability while the writer focuses on students' reading comprehension.

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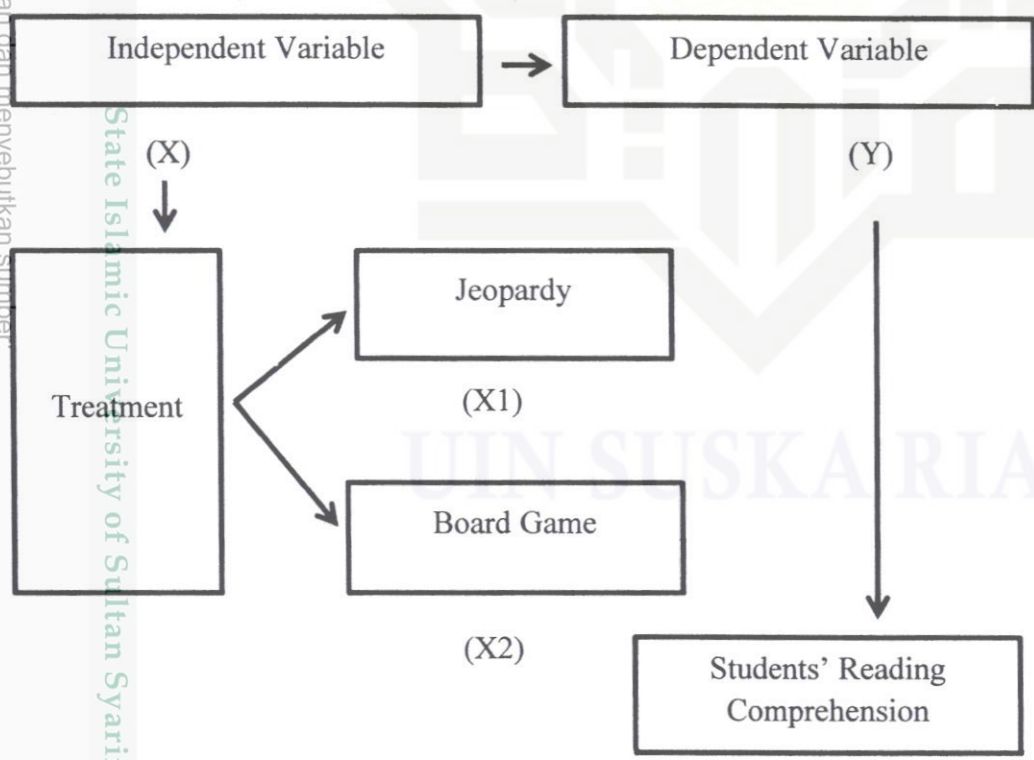
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2.6 The Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically operated in a research. Therefore, the variables investigated should be clearly and operationally defined into simple words, so that they can be easily measured and evaluated through the ways of treatments and assessments applied by the researcher (Syafi'I, 2014:103).

In this research, there are three variables investigated, namely X1, X2 and Y. The first is that Jeopardy which is known as independent variable or variable X1. The second is Board Game which is known as X2, and the last is students' reading comprehension (of recount text) which is known as variable Y (the dependent variable).



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1. The Indicators of Jeopardy (Variable X1)

The following procedures are the ways to use Jeopardy during the teaching and learning process;

- a. The teacher divides students into groups (3-5 members each group)
 - b. The teacher lets the students select the group names and they are introducing and greeting.
 - c. The teacher charts the Jeopardy and demonstrate the rules.
 - d. The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.
 - e. After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.
 - f. The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)
- If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.
- The students cannot use the dictionary but they can ask their member of group about what is the answer.
- The group who get the highest score is the winner.
- After all questions are answered; the teacher and students discuss it together.

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2. The Indicators of Board Game (Variable X2)

These following preliminaries are the procedures to actual the game play:

- a. The teacher divides the class into sub-groups or teams.
- b. The teacher lets the students to sit each team at its own table.
- c. The teacher lets the students lined up in established game play areas.
- d. The teacher asks the students to select team names.
- e. The teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.
- f. The teacher distributes game materials, including game sheets, paper, and something like that.
- g. The teacher distributes score sheets, question sheets, and other game materials.
- h. The teacher displays game information and player instructions.

3. Students' reading comprehension (Variable Y)

To know the students' reading comprehension of the eleventh grade students of Global Cendekia Vocational High School, the writer determines some indicators based on King and Stanley (2004) for reading comprehension. They stated that reading comprehension has five indicators as follow:



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a. Finding Factual Information.

Finding factual information requires readers to scan specific details. The factual information questions that are generally prepared for students appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

b. Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the author. In other words, some ideas are super ordinate while others are subordinate.

c. Finding the meaning of vocabulary in context

This means that a reader could develop his or her guessing ability to the word, which he or she is not familiar with, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meanings when they have nearly the same meaning as the word do.

d. Identifying the references

In English, as in other languages, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead

of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronouns, such as: it, she, he, they, this, etc.

e. Making Inferences

Inference is a skill where a reader has to be able to read between lines. King and Stanley divide making inference into two main parts: drawing logical inferences and making accurate prediction.

2.7 Assumptions and Hypotheses

A. Assumptions

The writer finds that students have different learning styles in learning English. They also have different levels of ability in comprehending the English text. These differences are caused by many factors such as motivation, intelligence, personality, teacher's strategy and many others.

Although each student has his/her own tendency, the writer assumes that the students who are treated with Jeopardy and Board Game achieve better reading comprehension than those who are not treated by using them. The better Jeopardy and Board Game are applied, the better students' comprehension of the text will be.

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6. Hypotheses

The hypotheses in this research are formulated as follow:

1. H_0 1: There is no significant effect of using Jeopardy Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency.
 H_a 1: There is a significant effect of using Jeopardy Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency.
2. H_0 2: There is no significant effect of using Board Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency.
 H_a 2: There is a significant effect of using Board Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency.
3. H_0 3: There is no significant difference in improvement of reading comprehension between students taught using Jeopardy and students taught using Board Game at Global Cendekia Vocational High School, Kampar Regency.
 H_a 3: There is a significant difference in improvement of reading comprehension between students taught using Jeopardy and students taught using Board Game at Global Cendekia Vocational High School, Kampar Regency.

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CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the research methodology that was used to investigate the effect of Jeopardy and Board Game on students' reading comprehension. This includes rational and description of information concerning research design that was used, time and location of the research, subject and object of the research, population and sample, instrumentation, techniques of collecting and analyzing the data.

3.1 The Research Design

The design of this research is a quasi-experimental research. According to Gay (2000: 367), experimental research is the only type of the research that can test hypothesis to establish cause and effect relationship. Creswell (2012:309) stated that there are three kinds of experimental design; true, quasi, and pre-experimental research. He said that quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.

In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures (L.R Gay 2000:15). In this research, the writer used quasi-experimental design with non-equivalent control group design. It looks very much like the pretest-posttest control group design which is an appropriate one to this research in order to find out the effect of using Jeopardy and Board Game on Students' reading comprehension at Global Cendekia Vocational High School.



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The researcher applied pre-test and post-test design approach to this research. The researcher assigned intact groups the experimental 1 and experimental 2, administered a pre-test to both groups, and treated the experimental 1 by using Jeopardy Game and treated the experimental 2 by using Board Game. Finally, the researcher administered a post-test to assess the differences between these two groups (experimental 1 and experimental 2).

There were three variables investigated in this research. The first was that Jeopardy (X1), the second was that Board Game (X2), and the last was students' reading comprehension (Y). Cohen (2007:275), et.al stated that an experiment involves making a change in the value of one variable-called the independent variable- and observing the effect that changes on another variable- called the dependent variable.

Table III.1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental Class 1	X1	T1	Y1
Experimental Class 2	X2	T2	Y2

Where: X1 : pre-test for experimental group 1
X2 : pre-test for experimental group 2
T1 : Treatment by using Jeopardy
T2 : Treatment by using Board game
Y1 : post-test for experimental group 1
Y2 : post-test for experimental group 2



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3.2 The Location and the time of the Research

This research was conducted for two months starting from May 2 to June 22, 2019 at Global Cendekia Vocational High School. It is located on KM 27 Kualu Nenas, Pekanbaru-Bangkinang Street, and Kampar Regency.

3.3 The Subjects and the Object of the Research

Based on the tittle of this research, the subject of this research was the eleventh grade students of Global Cendekia Vocational High School Kampar Regency. Then, the object of the research was the effect of using Jeopardy and Board Game on the students' reading comprehension.

3.4 The Population and the Sample of the Research

a. Population of the research

The population of this research was the eleventh grade students of Global Cendekia Vocational High School Kampar Regency. There were six classes of the eleventh grade students with a total number of 188 students.

The specification of the population could be seen on the table below:

Table III.2
The Total Population of the Eleventh Grade Students of
Global Cendekia Vocational High School

No	Class	Population
1	XI.1 Multimedia	30 students
2	XI.2 Multimedia	31 students
3	XI.1 Acoounting	30 students
4	XI.2 Accounting	30 students
5	XI.1 Heavy Equipment	32 students
6	XI.2 Heavy Equipment	35 students
Total		188 students



Samples of the Research

All of the populations above had the same opportunity to be taken as the representatives of all samples. The populations of 188 students were large enough to be taken as sample. Because all populations had the same characteristic such as their age, the place and time when they study, thus the writer used cluster random sampling. According to Cohen (2007:101), cluster sampling is used for two reasons; the first is that each number of the population under study has an equal chance of being selected, and the second is that when the population is large and widely dispersed.

It is also explained by Singh (2006:89) that in cluster random sampling, the sample units contain groups of elements (clusters) instead of individual members of items in the population. Furthermore, the writer used lottery to randomly select the clusters (classes), which resulted in the selection of class XI.1 Accounting as an experimental group 1, class XI.2 Accounting as experimental group 2. The total number of students in these classes was 60 students. Thus, 60 students are representative enough to be samples of this research. The specification of the sample could be seen in the table below:

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Table III.3
The Samples of the Eleventh Grade Students of
Global Cendekia Vocational High School

No	Class	Type	Students		Total
			Male	Female	
1	XI.1 AK	Experimental group 1	12	18	30
2	XI.2 AK	Experimental group 2	10	20	30
Total					60

The first class, labeled as experimental class 1 (XI.1 AK), was treated by using Jeopardy, while the second class, labeled as experimental class 2 (XI.2 AK), was treated by using Board Game.

3.5 The Research Procedure

There were some procedures in this research. Three procedures were administered to collect the data as follow:

1. Pre-Test

Pre-test was given to the students before conducting the teaching and learning process using Jeopardy and Board Game. It was used to measure the students' reading comprehension.

2. Treatment

In the treatment, the students were taught by using Jeopardy and Board Game. Teacher t and explained the English lesson integratedly of four language skills and language components by using the procedures of Jeopardy and Board Game.

3. Post-Test

Post-test was conducted to the students of the experimental group after applying the treatment by using Jeopardy and Board Game. There were different recount texts used in the post test, but with the



same level of difficulty. Result of the post-test was compared with the pre-test result in order to determine the effect of Jeopardy and Board Game on students' reading comprehension after they were taught using each of the techniques in six meetings.

a. Teaching procedures for Experimental 1 (Jeopardy)

1. Pre Activity

- Greeting, raying, and checking students' attendance list
- Asking the students about the last material.

2. While Activity

- The teacher divides students into groups (3-5 members each group)
- The teacher lets the students select the group names and they are introducing and greeting.
- The teacher charts the Jeopardy and demonstrate the rules.
- The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.
- After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.
- The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)

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- If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.
- The students cannot use the dictionary but they can ask their member of group about what is the answer.
- The group who get the highest score is the winner.
- After all questions are answered; the teacher and students discuss it together.

3. Post Activity

- Teacher concludes the lesson.
- Teacher gives assignment.

b. Teaching procedures for Experimental 2 (Board Game)

1. Pre Activity

- Greeting, raying, and checking students' attendance list
- Demonstrating the students about the objectives of study and giving motivation.

While Activity

- Teacher divides the class into sub-groups or teams.
- Teacher lets the students to sit each team at its own table.
- Teacher lets the students lined up in established game play areas.
- Teacher asks the students to select team names.

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- Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.
- Teacher distributes game materials, including game sheets, paper, and something like that.
- Teacher distributes score sheets, question sheets, and other game materials.
- Teacher displays game information and player instructions.

3. Post Activity

- Teacher concludes the lesson
- Teacher gives assignment

3.6 Techniques of Collecting Data

Collecting the data was needed for this study. The writer used Test and Observation sheet as instruments. Test is used to find out the effect of using Jeopardy and Board game on students' reading comprehension at the eleventh grade of Global Cendekia Vocational High School.

The test was administered in two stages. The first was a pre-test given before the treatment. The second was that the post-test given after the treatment. The type of the test was multiple choice test that consists of 20 questions designed to collect data on the students' reading comprehension of recount text. The multiple choice test required the students to select a correct answer out of a number of options. The tests were given to the experimental group 1 and experimental group 2 in order to find out the difference of their reading comprehension.



In this research, the researcher took the test from the National Examination for SMK in academic year 2017/2018. The test was used to collect data on the students' reading comprehension. This test was valid and reliable because it is standardized for national examination

The test was given twice, before (pre-test) and after (post-test) treatment intended to obtain students' reading comprehension at the eleventh grade of Global Cendekia Vocational High School Kampar Regency.

The data of the research were the scores of the students' pre-test and post-test of the experimental and control groups in SMK Global Cendekia Kualu Nenas, Kampar regency. The data were collected through the following procedures:

- a. The students of experimental 1 and experimental 2 were given a pre-test by using reading test.
- b. The students of the experimental class 1 (XI.1 Accounting) got the treatment by using Jeopardy Game, the experimental class 2 (XI.2 Accounting) got the treatment by using Board Game. Both groups were given the same lesson material.
- c. All of the students were given post-test by using reading test.

The type of the test was multiple choices test. The blue print of the test as follows:



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Table III.4
The Blue Print of Pre-Test

Genre	Indicators	Item Number	Total
Recount Text	The detail/ factual information	1, 6, 11, 16	4
	Finding the main idea	2, 7, 12, 17	4
	Meaning of Vocabulary (Synonym/Antonym)	3, 8, 13, 18	4
	Reference word	4, 9, 14, 19	4
	Inference word	5, 10, 15, 20	4
Total			20

Table III.5
The Blue Print of Post-Test

Genre	Indicators	Item Number	Total
Recount Text	The detail/ factual information	2, 7, 12, 17	4
	Finding the main idea	1, 6, 11, 16	4
	Meaning of Vocabulary (Synonym/Antonym)	4, 9, 14, 19	4
	Reference word	5, 10, 15, 20	4
	Inference word	3, 8, 13, 18	4
Total			20



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Table III.6
Observation Sheet of Experimental Class 1

No	Item Observed	Observation Times
1	Pre-Activity	
	Greeting, Praying and Checking Students' attendance list	
	Demonstrating the students about the objectives of study and giving motivation	
2	While-Activity	
	The teacher divides students into groups (3-5 members each group)	
	The teacher lets the students select the group names and they are introducing and greeting.	
	The teacher charts the Jeopardy and demonstrate the rules.	
	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	
	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	
	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	
	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	
	The students cannot use the dictionary but they can ask their member of group about what is the answer.	
	The group who get the highest score is the winner.	
3	Post-Activity	
	Teacher concludes the lesson	
	Teacher gives assignment	



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Table III.7
Observation Sheet of Experimental Class 2

NO	Item Observed	Observation Times
1	Pre-Activity	
	Greeting, Praying and Checking Students' attendance list	
	Demonstrating the students about the objectives of study and giving motivation	
2	While-Activity	
	Teacher divides the class into sub-groups or teams.	
	Teacher lets the students to sit each team at its own table.	
	Teacher lets the students lined up in established game play areas.	
	Teacher asks the students to select team names.	
	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	
	Teacher distributes game materials, including game sheets, paper, and something like that.	
	Teacher distributes score sheets, question sheets, and other game materials.	
	Teacher displays game information and player instructions.	
3	Post-Activity	
	Teacher concludes the lesson	
	Teacher gives assignment	

The writer used the observation sheet to know the effectiveness of the implementation of Jeopardy and Board Game. Description about the implementation of the treatments to the experimental class 1 and experimental class 2 is presented below:



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The implementation of Jeopardy Game.

The teaching of recount text using Jeopardy game in the experimental group 1 is presented in the table below:

Table III.8
Observation, 1st Meeting (Jeopardy)

No	Item Observed	Observation Times
1	The teacher divides students into groups (3-5 members each group)	√
2	The teacher lets the students select the group names and they are introducing and greeting.	-
3	The teacher charts the Jeopardy and demonstrates the rules.	√
4	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	√
5	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	√
6	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	√
7	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	-
8	The students cannot use the dictionary but they can ask their member of group about what is the answer.	√
9	The group who get the highest score is the winner.	√
10	After all questions are answered; the teacher and students discuss it together.	√
	Total	Yes 8 (80 %) No 2 (20 %)



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From the observation of the first meeting, the teacher did not do the all item indicators of Jeopardy. She just conducted 8 items except doing the second and the seventh point in the table. Yet, based on the table above, it can be concluded that the implementation of Jeopardy was 80% in the first meeting.

Table III.9
Observation, 2nd Meeting (Jeopardy)

No	Item Observed	Observation Times
1	The teacher divides students into groups (3-5 members each group)	√
2	The teacher lets the students select the group names and they are introducing and greeting.	√
3	The teacher charts the Jeopardy and demonstrates the rules.	√
4	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	√
5	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	√
6	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	√
7	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	√
8	The students cannot use the dictionary but they can ask their member of group about what is the answer.	√
9	The group who get the highest score is the winner.	√
10	After all questions are answered; the teacher and students discuss it together.	-
Total		Yes 9 (90%) No 1 (10 %)



From the observation of the second meeting, the teacher did not do the all item indicators of Jeopardy. She just conducted 9 items except doing the tenth point in the table.. Yet, based on the table above, it can be concluded that the implementation of Jeopardy was 90% in the second meeting. It means that there was an improvement of the implementation from the first meeting.

Table III.10
Observation, 3rd Meeting (Jeopardy)

No	Item Observed	Observation Times
1	The teacher divides students into groups (3-5 members each group)	√
2	The teacher lets the students select the group names and they are introducing and greeting.	√
3	The teacher charts the Jeopardy and demonstrate the rules.	√
4	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	√
5	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	√
6	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	√
7	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	√
8	The students cannot use the dictionary but they can ask their member of group about what is the answer.	√
9	The group who get the highest score is the winner.	√
10	After all questions are answered; the teacher and students discuss it together.	√
	Total	Yes 10 (100%) No 0 (-)

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From the observation of the third meeting, the teacher did all item indicators of Jeopardy. Based on the table above, it can be concluded that the implementation of Jeopardy was 100% in the third meeting.

Table III.11
Observation, 4th Meeting (Jeopardy)

No	Item Observed	Observation Times
1	The teacher divides students into groups (3-5 members each group)	√
2	The teacher lets the students select the group names and they are introducing and greeting.	√
3	The teacher charts the Jeopardy and demonstrate the rules.	√
4	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	√
5	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	√
6	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	√
7	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	√
8	The students cannot use the dictionary but they can ask their member of group about what is the answer.	√
9	The group who get the highest score is the winner.	√
10	After all questions are answered; the teacher and students discuss it together.	√
	Total	Yes 10 (100%) No 0 (-)



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From the observation of the Fourth meeting, the teacher did all item indicators of Jeopardy. Based on the table above, it can be concluded that the implementation of Jeopardy was 100% in the third meeting.

In conclusion, all of the observation from the first to the fourth meeting can be concluded that the implementation of Jeopardy done by the teacher was 92.50%. For the specification of all meeting was presented on the table below:

Table III.12
The Recapitulation of the Observation Sheet of Experimental class 1

No	Item Observed	Observa tion Times				Total			
		1	2	3	4	Yes	%	No	%
1	The teacher divides students into groups (3-5 members each group)	√	√	√	√	4	100%	-	0
2	The teacher lets the students select the group names and they are introducing and greeting.	-	√	√	√	3	75%	1	25%
3	The teacher charts the Jeopardy and demonstrate the rules.	√	√	√	√	4	100%	-	0
4	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	√	√	√	√	4	100%	-	0
5	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	√	√	√	√	4	100%	-	0
6	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and	√	√	√	√	4	100%	-	0



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	8	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	√	√	√	√	4	100%		0
	9	The students cannot use the dictionary but they can ask their member of group about what is the answer.	√	√	√	√	4	100%	-	0
	10	The group who get the highest score is the winner.	√	-	√	√	3	75%	1	25%
		After all questions are answered; the teacher and students discuss it together.	√	-	√	√	3	75%	1	25%
		Total					37	92.50	3	7.50

2. The implementation of Board Game.

Next, to get the description about the implementation of teaching recount text using Board Game to the experimental group 2 is presented in the table below:



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Table III.13
Observation, 1st Meeting (Board Game)

No	Item Observed	Observation Times
1	Teacher divides the class into sub-groups or teams.	√
2	Teacher lets the students to sit each team at its own table.	√
3	Teacher lets the students lined up in established game play areas.	√
4	Teacher asks the students to select team names.	√
5	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	√
6	Teacher distributes game materials, including game sheets, paper, and something like that.	√
7	Teacher distributes score sheets, question sheets, and other game materials.	√
8	Teacher displays game information and player instructions.	√
	Total	Yes 8 (100 %) No 0

From the observation of the first meeting, the teacher did the all item indicators of Board Game. Based on the table above, it can be concluded that the implementation of Board Game was 100 % in the first meeting.



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Table III.14
Observation, 2nd Meeting (Board Game)

No	Item Observed	Observation Times
1	Teacher divides the class into sub-groups or teams.	√
2	Teacher lets the students to sit each team at its own table.	√
3	Teacher lets the students lined up in established game play areas.	√
4	Teacher asks the students to select team names.	-
5	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	√
6	Teacher distributes game materials, including game sheets, paper, and something like that.	√
7	Teacher distributes score sheets, question sheets, and other game materials.	√
8	Teacher displays game information and player instructions.	√
Total		Yes 7 (87.5 %) No 1 (12.5 %)

From the observation of the second meeting, the teacher did not do the all item indicators of Board Game. There were 8 items in the procedures of the board game. The teacher just conducted 7 items except the fourth indicator in the table. Yet, based on the table above, it can be concluded that the implementation of Board Game was 87.5 % in the second meeting.



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Table III.15
Observation, 3rd Meeting (Board Game)

No	Item Observed	Observation Times
1	Teacher divides the class into sub-groups or teams.	√
2	Teacher lets the students to sit each team at its own table.	√
3	Teacher lets the students lined up in established game play areas.	√
4	Teacher asks the students to select team names.	√
5	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	√
6	Teacher distributes game materials, including game sheets, paper, and something like that.	√
7	Teacher distributes score sheets, question sheets, and other game materials.	√
8	Teacher displays game information and player instructions.	√
Total		Yes 8 (100%) No 0 (-)

From the observation of the third meeting, the teacher did the all item indicators of Board Game. Based on the table above, it can be concluded that the implementation of Board Game was 100 % in the third meeting.



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Table III.16
Observation, 4th Meeting (Board Game)

No	Item Observed	Observation Times
1	Teacher divides the class into sub-groups or teams.	√
2	Teacher lets the students to sit each team at its own table.	√
3	Teacher lets the students lined up in established game play areas.	√
4	Teacher asks the students to select team names.	√
5	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	√
6	Teacher distributes game materials, including game sheets, paper, and something like that.	√
7	Teacher distributes score sheets, question sheets, and other game materials.	√
8	Teacher displays game information and player instructions.	√
	Total	Yes 8 (100%) No 0 (-)

From the observation of the fourth meeting, the teacher did all item indicators of Board Game. Based on the table above, it can be concluded that the implementation of Board Game was 100 % in the fourth meeting.

In conclusion, all of the observation from the first to the third meeting can be concluded that the implementation of Board game done by the teacher was 96.875%. The specification of all meetings was presented on the table below:



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Table III.17
The Recapitulation of observation sheet for experimental class 2

No	Item Observed	Observation Times				Total			
		1	2	3	4	Yes	%	No	%
1	Teacher divides the class into sub-groups or teams.	√	√	√	√	4	100%	-	0
2	Teacher lets the students to sit each team at its own table.	√	√	√	√	4	100%	-	0
3	Teacher lets the students lined up in established game play areas.	√	√	√	√	4	100%	-	0
4	Teacher asks the students to select team names.	√	-	√	√	3	75%	1	25%
5	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	√	√	√	√	4	100%	-	0
6	Teacher distributes game materials, including game sheets, paper, and something like that.	√	√	√	√	4	100%	-	0
7	Teacher distributes score sheets, question sheets, and other game materials.	√	√	√	√	4	100%	-	0
8	Teacher displays game information and player instructions.	√	√	√	√	4	100%	-	0
Total						31	96.875	1	3.125

From	M	M	M	M
From	M	M	M	M

No	Jeopardy	Percent	Board Game	Percent
1	Meeting 1	80 %	Meeting 1	100 %
2	Meeting 2	90 %	Meeting 2	87.5 %
3	Meeting 3	100 %	Meeting 3	100 %
4	Meeting 4	100 %	Meeting 4	100 %
Mean		92.50 %	Mean	96.875%

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3.7 The Technique of Analyzing Data

The data of this research were the scores of the students' reading comprehension test of all experimental and control classes. The main purpose of the research was to find out the comparison between the use of Jeopardy and Board Game on students' reading comprehension in SMK Global Cendekia, Kampar regency. The test scores from the students' test of reading comprehension results were analyzed by using quantitative data analysis of the data. Both descriptive and inferential statistics analyses were used. Frequency counts, Percentages, mean scores and standard deviation of the variables were presented in the descriptive statistical analysis. The hypotheses developed for this study were obtained by using independent sample t-test and paired sample t-test.

Pallant (2010) states that if the significance value is bigger than 0.05, it indicates that there is no violation of the assumption of equality of variance and that equal variances are assumed for the variable concerned and if the significant value is smaller than 0.05, it indicates that there is a violation of the assumption of equality of variance. Paired sample t-test was conducted to determine the significant effect for hypothesis 1 (H_{01} and H_{a1}), and hypothesis 1 (H_{02} and H_{a2}). Eta Squared formula was used to find out the effect size of using Jeopardy and Board game of the hypothesis 1 and 2. Then, the independent sample t-test is conducted to determine the significant difference in improvement of the students' reading comprehension after teaching recount text using Jeopardy and Board Game (H_{03} and H_{a3}).

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Normality and Homogeneity

a. Normality

Normality test were used to determine if data set is well modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. Normality is used to describe a symmetrical, bell-shaped curve, which has the greatest frequency of scores in the middle with smaller frequencies towards the extremes. Normality can be assessed to some extent by obtaining weakness and kurtosis values or using technique available in SPSS using the explore option of descriptive statistics menu.

b. Homogeneity

Homogeneity arised in describing the data set or several data sets. The homogeneity test is used to determine whether population variance is homogeneous or not. It is important to determine if a set of data is homogeneous before any statistical technique is applied to it.

Pallant (2010: 206) states that if significance value is less than 0.05, it means that variance for the two groups is not equal. But if a significance value is bigger than 0.05, it means that variance for the two groups is equal.

In analyzing the data, a quasi-experimental approach is adopted with a pre-test and post-test analysis. The writer used scores of pre-test and post-test of experimental class 1 and experimental class 2. This score was analyzed statistically using both descriptive and inferential statistics. The data from the test is gained to find out the result of students' reading

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comprehension by using Jeopardy game to experimental class 1 and Board Game to experimental class 2.

In this research, the writer used T-test to find out the effect of using Jeopardy and Board Game on students' reading comprehension pre-test and post test score in both experimental class 1 and experimental class 2.

Moreover, the writer used SPSS 20 to analyze the test.

1. Paired sample T-test or Non-independent Sample T-test

Non-independent sample T-test is known also as Paired-Sample T-test.

This formula is used to obtain the result of testing the hypothesis, that is, to find out whether there is a significant effect of using Jeopardy and Board game on students' reading comprehension in Global Cendekia Vocational High School, Kampar Regency. L.R Gay (2009) states that T test for non-independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre- and post- test or on two different treatments.

This means that the Paired sample T-test compares two means that are from the same individual, object, or related units. The two means typically represent two different times such as pre-test and post test.

In this time, pre-test and post-test score of the experimental class 1 and experimental class 2 was used in order to find the significant effect of teaching recount text using Jeopardy and Board game on students' reading comprehension. To obtain the data, SPSS 20 was used to analyze the data obtained in this research.

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The t-table has the function to see if there is a significant effect among the mean of the score of both pretest and posttest. The T-obtained value is consulted with the value of T-table at the degree of freedom (df) = N-1 which is statistically hypothesis:

$$H_a: t_0 > t_{table}$$

$$H_0: t_0 < t_{table}$$

H_a is accepted if $t_0 > t_{table}$ or in other words there is significant effect on students' reading comprehension after giving the treatment of teaching recount text using Jeopardy and Board Game. .

H_0 is accepted if $t_0 < t_{table}$ or in other words there is no significant effect on students' reading comprehension after giving the treatment of teaching recount text using Jeopardy and Board Game.

Afterward, it is better to find the coefficient effect of t_{test} by the following formula:

$$\text{Eta Squared} = \frac{t^2}{t^2 + n - 1}$$

$$kp = r^2 \times 100\%$$

Where:

kp : Coefficient effect

With effect size classification (Cohen: 1998):

0.2 <= d < 0.5 = Small Effect

0.5 <= d < 0.8 = Medium Effect

0.8 <= d < 2.0 = Large Effect



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2. Independent sample t-test

To find out whether or not there is a significant difference between two or more variables can be done through analysis by using Independent Sample T-test (Hartono: 2008) . Gay (2009: 484) adds that the T-test for independent sample is used to determine whether there is probably a significant difference between the means of two independent samples. This test is used to find out the result of the hypothesis whether there is a significant effect of using Jeopardy and Board game on students' reading comprehension before and after giving the treatments to the experimental class 1 and experimental class 2.

The t-table has the function to see if there is a significant difference among the mean scores of both experimental class 1 and experimental class

2. Pallant (2010) stated that if the value in the sig.(2 tailed) column is equal or less than 0.05, there is a significant effect in the mean scores on dependent variable for each of two groups. If the value is above 0.05, there is no significant effect of giving the treatment in both groups.

H_a is accepted if $P \text{ value} < 0.05$ or in other words there is an effect after teaching recount text using Jeopardy and Board game on students' reading comprehension.

H_0 is accepted $P \text{ value} > 0.05$ or in other words there is no effect after teaching recount text using Jeopardy and Board game on students' reading comprehension.

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Effect size statistics provide an indication of the magnitude of the differences between the two groups. The guidelines for interpreting this value are stated by pallant (2010) as follow:

0.01 = Small Effect

0.06 = Moderate Effect

0.14 = Large Effect

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This question was answered by the result of hypotheses 1. Based on the data analysis of inferential statistics of the experimental class 1, it showed that there was a significant improvement on students' reading comprehension pre-test and post-test mean score of the experimental class 1 using Jeopardy in Global Cendekia Cendekia Vocational High School, Kampar Regency. In conclusion, Jeopardy could improve students' reading comprehension that helped the students to got the higher score and enjoy their learning.

2. Is there any significant effect of using Board Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency?

This question was answered by the result of hypotheses 2. Based on the data analysis of inferential statistics of the experimental class 2, it showed that there is a significant improvement on students' reading comprehension pre-test and post-test mean score of the experimental class 2 using Board Game in Global Cendekia Cendekia Vocational High School, Kampar Regency. In conclusion, Board Game could improve students' reading comprehension that helped the students increased their score and they were active during the lesson.

3. Is there any significant difference of the improvement between the effect of using Jeopardy and Board Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency?

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This question is to discover the difference between the effect of using Jeopardy and Board Game on students' reading comprehension in Global Cendekia Vocational High School Kampar regency. The data was analyzed by using Independen sample t-test for mean gain score of reading comprehension score of the experimental 1 and experimental 2. It showed that there was no significant difference on students' reading comprehension gain score in the experimental 1 and experimental 2.

Based on the research questions and hypotheses of the research, the findings of the research could be concluded that Using Jeopardy game in teaching recount text is an effective way to improve students' reading comprehension of the text. This is because, as presented in Chapter 4, teaching recount text using Jeopardy game had significantly positive effect on students' reading comprehension of the text at Global Cendekia Vocational High School, Kampar Regency. In other words, it is an alternative way of teaching reading comprehension, especially when teaching recount texts, that need to be applied by English teachers in the school. From the findings discussed in chapter 4, there was a significant effect of using Jeopardy and Board Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency. However, for both of the games there was no significant difference of the improvement between the effect of using Jeopardy and Board Game on students' reading comprehension at Global Cendekia Vocational High School, Kampar Regency.



3.2 Recommendation

The research findings of this study could be regarded as a valuable contribution to enrich literature on the the effect of using Jeopardy and Board Games in teaching recount text on students' reading comprehension of the text. The research findings have shown that there was an improvement on students' reading comprehension taught by using Jeopardy and Board Games.

In spite of the improvement, the study also showed that there is no significant difference in s reading comprehension between students taught by using Jeopardy game and those taught using Board Game. It means that both Jeopardy and Board Games are suitable techniques to apply in teaching reading skill. Yet from this research, the writer suggested to use Jeopardy Game because students got better reading comprehension taught by using this game.

The researcher would also like to recommend for the future research of comparison teaching techniques of both Jeopardy and Board Game as follow: the recommendation is to continue the research by Using Jeopardy and Board Game toward students' speaking ability to more teachers of various schools in Kampar regency.

Another aspect which is also related to sample is focused on students, teachers, instructors, as well as the educational context concerned. Even though, they need to improve learning is more emphasis on English learners, the person in charge of the class, namely the teachers should be able to conduct or apply the such kinds of game in teaching.

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In addition, several recommendations should be given to the students, the teacher, and the school.

Recommendation for students

In mastering reading comprehension, one thing that should be done by students is to be interested in reading itself. Besides, the way a teacher teaches in the class also influences the students' interest in reading. In this case, Jeopardy and Board Game are appropriate media that can be used by the students in reading material and it can improve students' reading comprehension.

2. Recommendation for teachers

In effort to increase students' reading comprehension, the way a teacher teaches in the class is one of the most important contributors. Based on the research findings, there is a significant difference between students' reading comprehension pre-test and post-test in recount text taught by using Jeopardy and Board Game in SMK Global Cendekia Kampar Regency. Thus, the teacher can use Jeopardy and Board Game as media in teaching reading comprehension.

3. Recommendation for schools

School is an institution that has purpose to make teachers and students enjoyable in teaching and learning process. School has to observe the students' subject and find the students' interest in learning reading. Regarding with this case, teachers of English in schools can find



some media or strategies that can be used in teaching. There are several points needed to be suggested as follow:

- a. Jeopardy and Board Games are needed to develop students' reading comprehension further by teachers, students, and other educators as an alternative teaching technique, particularly in teaching reading. The process of developing students' reading comprehension can be conducted through English clubs, English zones, etc.
- b. Further research related to reading comprehension need to be conducted by relating it with other variables such as interest, prior knowledge, self- concept, critical thinking, and creatively.

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APPENDICES

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Reading Comprehension (Pre-Test)

Direction:

- This test consisted of 20 items
- Choose the correct answer by putting a cross mark (X) on either A, B, C, or D, on the answer sheet provided.
- Read the text and answer those questions carefully.

Text 1 (Read the passage below and answer the question no 1-5)

B.J.Habibie, in complete name Bacharuddin jusuf Habibie (born june 25, 1936,parepare,indonesia) is an Indonesian aircaft engineer, a politician, a president of Indonesia (1998-1999) and a leader in the country's technological and economic development in the late 20th and early 21 st centuries

Brilliant in science and mathematics from childhood, Habibie received his postsecondary educasition at the Bandung Institute of Technology and continued his studies at the Institute of Tecnology of North Rhine-Westphalia in Aachen, West Germany. After graduating in 1960, he worked in West Germany as an aeronautics researcher an production supervisor.

Suharto took power as indonesia's second president in 1966, and in 1974 he asked Habibie-whom he had known for 25 years -to return to the country to help build advanced industries. Suharto assured him that he could do whatever was needed to accompplish that goal. Initially assigned to the state oil campany, pertamina, Habibie became a government adviser and chief of a new aerospace company in 1976. Two years late he became research misnister and head of the Agency for Tecnology Evaluation and Applicatio (ATEA). In these roles, he oversaw some ventures involving the production and trasportation of heavy machinery steel, electronics and telecommunications equipmend, and arms and ammunition.

(Cited from: UN for SMK, 2017/2018)

1. Where did BJ. Habibie continue his study?
 - A. At Bandung Institute of Technology
 - B. At the Institute of Tecnology of North Rhine-Westphalia
 - C. in West Germany
 - D. At the Agency for Tecnology Evaluation and Applicatio (ATEA)
2. What is the main idea of the second paragraph?
 - A. BJ.Habibie's early life
 - B. BJ.Habibie's education
 - C. BJ.Habibie's experience in Indonesia
 - D. BJ.Habibie's experience in West Germany



3. transportation of heavy **machinery**, steel, electronics, (Paragraph 3)
The underline word has similar meaning with

- A. Iron
- B. Stone
- C. Electricity
- D. Engine

4. In the sentence “ **in these roles**, He oversaw some ventures”
(paragraph 3). The underlined word refers to

- A. Researc minister and Government adviser.
- B. Goverment adviser and a chief of a new acrospace company
- C. Research minister and head of the ATEA
- D. Chief of a new acrospace company and head of the ATEA.

5. What did BJ. Habibie do after graduating from institute of Technology of North Rhine?

- A. He worked as an acronautics researcher in indonesia.
- B. He stayed in germany and worked as a goverment adviser.
- C. He went back to indonesia and worked as a goverment adviser.
- D. He remained in Germany and worked as an acronautics researcher.

Text 2 (Read the passage below and answer the question no 6-10)

My New Year holiday

Last New Year holiday, my parents and I went for vacation around central java. We spent several days there. Before visiting many resorts and tourism places around central java province, we visited my grandfather and my mother's relatives. Because of traffic jump, it took 12 hours to reach there with my father's car.

We saw beautiful rice farms, lakes, big rivers, and forests on the way there. I enjoyed it so much. When we reached our destination, many villagers welcomed us. All families and relatives were busy cooking special favorite food for us. After that, we ate together in the large hall of my grandfather's house.

On the second day, we went to Prambanan temple. It was not far from my grandfather's home. We went there at 6 a.m. and arrived at 9 a.m. I adored seeing one of the greatest buildings in the world with amazing ancient architecture.

After being satisfied walking around Prambanan, we went to the nearest hotel to rest. The following day, we went back home. I really enjoyed my New Year holiday with my parents.

(Cited from: UN for SMK, 2017/2018)

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6. What did the writer do during New Year Holiday?
- Went for vacation around Central Java
 - Great trip to visit relatives.
 - An amazing Prambanan temple.
 - The writer's family and relative.
7. What is the main idea of the third paragraph?
- Writer's holiday with family
 - The writer enjoy the holiday
 - Writer's events to Prambanan Temple
 - Prambanan Temple description
8. '....took 12 hours to reach' (paragraph 1)
What is the closest meaning of the underlined word?
- Depart.
 - Go
 - Arrive
 - Come
9. ... I enjoyed it so much. The underline word refers to
- Beautiful scenery
 - Beautiful rice farms, lakes, big rivers, and forests
 - Beautiful girl
 - Enjoy the way there
10. How long did it take to Prambanan temple from the writer's grandfather home?
- Twelve hours.
 - Five hours.
 - One hour.
 - Three hours.

Text 3 (Read the passage below and answer the question no 11-15)

In 1996, Andres Iniesta engaged Barca club when he was twelve years old. From the outset, he progressed quickly through many youth teams. he was also promoted as the main playmaker in the Barca B team under the coach of Josep Gonzales.

Iniesta was an idealist man. He was also a good, intuitive fast, and smart man. He started his career as a midfielder for Barca B and club's youth teams. When his skills were gained in the first team experience, he moved into a more rigorous role. He was a full-on striker now, but he still can be a midfielder or one of the flanks of the Barca forward line.



He was not only a multi-talented player but also a truly professional person in his field. He was a practical and intelligent man who plays the game to perfection. He was also a constant threat to opposing defenses.

(Cited from: UN for SMK, 2017/2018)

1. From the text, we know that Iniesta is
 - A. Well-known as slow midfielder.
 - B. Intelligent and professional.
 - C. Professional but stubborn.
 - D. Talented but slow starter.
2. What is the main idea of the third paragraph?
 - A. Iniesta was a professional player.
 - B. Iniesta became a standard player internationally.
 - C. Iniesta became a threat to the rival
 - D. Fientabilla player was a standard midfielder
3. "From the outset, he progressed quickly"

The underlined word can be replaced with

 - A. Commonly
 - B. Slowly
 - C. Swiftly
 - D. Leisurely
4. He was also promoted as the main playmaker

The underline word refers to

 - A. Barca Club
 - B. Barca B team
 - C. Josep Gonzalvo
 - D. Andres Iniesta
5. From the third paragraph, we can conclude that,
 - A. Iniesta was multi-talented
 - B. Iniesta was Professional
 - C. Iniesta was Practical
 - D. Iniesta was intelligent

Text 4 (Read the passage below and answer the question no 16-20)

My childhood was unique and strange for me. When I was five to seven years old, I had difficulty sleeping at night. I didn't know why, but I remembered my granny's advice that I shouldn't have woken up at night because of any special

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creatures under my bed. My granny said that the strange creature is like an animal. If the children were awake at night, such creatures would come up.

I must shut my eyes while my mind is totally awake. When I started to close my eyes, I suddenly heard a noise under my room. I sat up to hear the noise carefully. I was so scared, but I kept listening to the noise.

A few days later, when I was so alone at home, I intended to know what happened under my room. I walked slowly to investigate the mysterious noise that I really wanted to know. Then, I found many civets there. I was so surprised.

After that, I told my granny about what I found. I imagined she would be angry, but the reality was exactly to the contrary, she was very proud of me. She said that I had bravery to know what I hadn't known.

(Cited from: UN for SMK, 2017/2018)

16. Why the writer's childhood was unique?

- A. Because writer's experience.
- B. Because the writer had difficulty sleeping at night
- C. Because of any special creatures under the bed
- D. Because the noise under the writer's room.

17. What is the main idea of the first paragraph?

- A. Writer's biography
- B. Writer's family
- C. Writer's personal experience
- D. Writer's granny

18. '.... bravery to know what I hadn't known.' (last paragraph)

What is the closest meaning of the underlined word?

- A. Belief.
- B. Convince.
- C. Courage.
- D. Honest.

19. I imagined She would be angry. The underline word refers to

- A. The Writer
- B. Friend
- C. Mother
- D. Granny

20. The grandmother was very proud of the writer because the writer

- A. Was a kind child.
- B. Had bravery.
- C. Didn't know anything.
- D. Knew what happened.



Reading Comprehension (Post-Test)

Direction:

- This test consisted of 20 items
- Choose the correct answer by putting a cross mark (X) on either A, B, C, or D, on the answer sheet provided.
- Read the text and answer those questions carefully.

Text 1

Read the passage below and answer the question no 1-5

Alexander Grahambell Was born on march 3, 1847 in Edinburgh, Scotland. The second son of Alexander melville bell and eliza grace symonds belle was named for his paternal grandfather. the middle name "Graham" was added when he was ten years old. He had two brothers, Melville James bell and Edward Charles Bell. Both of them died from tuberculosis. In july 1870, the family settled in Brantford, Ontario, Canada. there, Alexander set up a workshop to continue his study of the human voice.

His education was lagerly received through numerous experiments in sound and the furthering of his father's work on visible speech for the deaf .bell worked with thomas watson on the design and patent of the first practical telephone. in all, bell held 18 patents in his name alone and 12 that he shared with collaborators.hevdied on august 2,1922,in cape breton island,nova scotia,canada.

During his youth, Alexander graham bell experienced strong influences that had a profound effect on his later life .bell's hometown of edinburgh,scotland was known as the"athens of the north," for its rich culture of arts and science. his grandfather and father were experts on the mechanics of voice and elocution.Alexander's mother, who was nearly deaf, became an accomplished pianist and inspired him to undertake big challenges.

(Cited from: UN for SMK, 2017/2018)

1. What is the main idea of the first paragraph?
 - A. Talking about Alexander's early experience
 - B. Talking about Alexander's early life
 - C. Talking about Alexander's education
 - D. Talking about Alexander's family



What did A.G Bell do in ontario?

- A. He received numerous experiments and shared the patent with collaborators.
- B. He worked with thomas watson on the design of the first pratical phone.
- C. He set up a workshop to continue study about the human voice.
- D. He and his family finally settled and continued life there.

Alexander Graham Bell is the son in his family.

- A. First
- B. Second
- C. Third
- D. Fourth

‘ His education was largely received ‘ (Paragraph 2)
The underline word has similar meaning with

- A. Mostly
- B. More
- C. Widely
- D. Big

“, both of them died from tuberculosis (paragraph 1). the underline word refers to

- A. Alexander Melville bell and Edward charles bell
- B. Melville James Bell and Melville Eliza Grace Symonds
- C. Alexander Melville bell and Eliza Grace Symonds
- D. Melvile James Bell and Edward Charles Bell

Text 2 (Read the passage below and answer the question no 6-10)

My cousin and I went to see a rice farm with our grandmother. It was far from our home. We went there because of the harvest period. There were many people who happily harvested their crop. After a few hours, they were eating while my causin and I were going to see what was in the end of this rice farm.

After we had been at the end of the rice farm, we saw three children sailing on a boat. Suddenly, their boat sank and they were drowing. My cousin and I screamed loudly to call for help. We couldn't swim so we didn't dare to dive in. Finally, there was a fisherman who swam to help them.

(Cited from: UN for SMK, 2017/2018)

6. What is the main idea of the second paragraph?

- A. Three children sailing on a boat
- B. The boat sank
- C. We couldn't swim
- D. Fisherman help the children



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7. Why didn't the writer and his cousin help the children? because they....
 A. Can't swim in the river.
 B. Couldn't know what happen.
 C. Couldn't swim.
 D. Could only.
8. Why the writer and his/her cousin go to see a rice farm?
 A. With our grandmother.
 B. The experience of harvest farm.
 C. Because it's not far from our home.
 D. Because of the harvest farm.
9. **the end** of this rice farm '(paragraph 2)
 The synonym of the underlined word is....
 A. In the corner.
 B. Above.
 C. The tip.
 D. Beside.
10. Finally, there was a fisherman who swam to help **them**. (the last line)
 The underline word refers to
 A. My cousin and I
 B. The childereen
 C. The fisherman
 D. Grandmother

Text 3 (Read the passage below and answer the question no 11-15)

Famed singer-songwriter John Winston Lennon was born on October 9th, 1940, in Liverpool, Merseyside, England, during a German air raid in World War II. When he was 4 years old, Lennon's parents separated and he ended up living with his aunt Mimi. Lennon's father was a merchant seaman. He was not present at his son's birth and did not see a lot of his son when he was small.

Lennon's mother, Julia, remarried, but visited him and Mimi regularly. She taught Lennon how to play the banjo and the piano and purchased his first guitar. Lennon was devastated when Julia was fatally struck by an off-duty police officer in July 1958. Her death was one of the most traumatic events in his life.

As a child, Lennon was a prankster and he enjoyed getting in trouble. As a boy and young adult, he enjoyed drawing grotesque figures and cripples. Lennon's school master thought that he could go to an art school for college, since he did not get good grades in school, but had artistic talent.

(Cited from: UN for SMK, 2017/2018)



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1. What is the main idea of the first paragraph?
 - A. Lennon career in music
 - B. Lennon's early life.
 - C. The popular son of lenon.
 - D. The length of Lennon's career.
2. What was the traumatik events in his life?
 - A. Parents separated
 - B. Mother remarried
 - C. Living with aunt Mimi
 - D. Her mother's death
3. What did Lennon enjoy as a boy and young adult?
 - A. Drawing grotesque figures and cripples
 - B. Go to an art school for college
 - C. Get good grades in school
 - D. Had artistic talent
4. The synonym of the word 'purchased' is . . . (Paragraph 2)
 - A. Felt
 - B. Entered
 - C. Brought
 - D. Bought
5. "Her death was one of the most traumatik events in his life" (Paragraph 2)
The underlined word refers to . . .
 - A. Jonh lennon
 - B. Lennon's uncle
 - C. Lennon's father
 - D. Lennon's broter

Text 4 (Read the passage below and answer the question no 16-20)

I lived in a small village with my grandmother. Five years ago, my parents visited us and bought me a new bicycle as a gift. I was so happy even though I saw the face of my grandmother was so worried. I did not understand what was in her mind.

After that, I practiced riding my new bicycle in a large field near home. For one week, I finally could ride it. It was a surprise for my parents hearing that I did it well.

One day, I went to my friend's house by riding my bicycle. I rode it so fast because the road was empty on the way, I fell down a dep ditch with much blood on my forehead. I felt so dizzy and so much pain. People around the village brought me to hospital.



(Cited from: UN for SMK, 2017/2018)

16. What is the main idea of the first paragraph?
- A. Writer's family
B. Writer's gift
C. Writer's grandmother
D. Writer's parents
17. Why was the writer's grandmother worried? Because
- A. The writer did not ride the bicycle carefully.
B. The writer knew how to use the bicycle well.
C. The writer's grandmother had precious experience about riding.
D. The writer couldn't ride a bicycle.
18. The text above tells us about
- A. The events when the writer got a gift from her parents.
B. A short story about a holiday.
C. The bicycle the writer got from her parents.
D. The way how to ride the bicycle carefully.
19. 'I felt so dizzy and so much pain. (paragraph 3)
What is the closest meaning of the underlined word?
- A. Vomit.
B. Pain.
C. Giddy
D. Suffer.
20. I finally could ride it. The underline word refers to (Paragraph 2)
- A. Field
B. Home
C. Surprise
D. Bicycle



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Key Answer of Pre-Test

11. B
12. A
13. C
14. D
15. B
16. A
17. C
18. C
19. D
20. B

Key Answer of Post-Test

16. B
17. D
18. A
19. C
20. A
21. B
22. A
23. A
24. C
25. D



The Result of the students' Reading Comprehension Pre-Test Scores

NO	STUDENT	CLASS	
		Experimental 1	Experimental 2
1	Student 1	50	60
2	Student 2	55	50
3	Student 3	50	65
4	Student 4	60	55
5	Student 5	40	70
6	Student 6	60	60
7	Student 7	55	60
8	Student 8	60	50
9	Student 9	70	55
10	Student 10	65	55
11	Student 11	70	45
12	Student 12	65	50
13	Student 13	45	50
14	Student 14	55	50
15	Student 15	60	40
16	Student 16	40	50
17	Student 17	60	55
18	Student 18	50	45
19	Student 19	45	60
20	Student 20	65	75
21	Student 21	50	50
22	Student 22	60	45
23	Student 23	40	60
24	Student 24	60	50
25	Student 25	60	45
26	Student 26	45	65
27	Student 27	50	40
28	Student 28	55	65
29	Student 29	40	50
30	Student 30	50	65
	Total	1630	1635
	Mean	54.33	54.50



The Result of the students' Reading Comprehension Post-Test Scores

2. Ditaring mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

NO	STUDENT	CLASS	
		Experimental 1	Experimental 2
1	Student 1	75	70
2	Student 2	75	80
3	Student 3	80	70
4	Student 4	75	75
5	Student 5	75	80
6	Student 6	80	75
7	Student 7	70	65
8	Student 8	75	80
9	Student 9	80	85
10	Student 10	75	80
11	Student 11	85	75
12	Student 12	75	75
13	Student 13	85	80
14	Student 14	75	70
15	Student 15	80	80
16	Student 16	75	75
17	Student 17	70	85
18	Student 18	75	75
19	Student 19	80	65
20	Student 20	75	65
21	Student 21	75	70
22	Student 22	65	80
23	Student 23	65	75
24	Student 24	80	60
25	Student 25	80	75
26	Student 26	75	75
27	Student 27	75	75
28	Student 28	70	80
29	Student 29	75	80
30	Student 30	80	75
	Total	2275	2250
	Mean	75.83	75.00



The gain score of Experimental Class 1 (Jeopardy)

NO	STUDENT	CLASS EXPERIMENT 1		
		Pre-Test	Post-Test	Gained Score
1	Student 1	50	75	25
2	Student 2	55	75	20
3	Student 3	50	80	30
4	Student 4	60	75	15
5	Student 5	40	75	35
6	Student 6	60	80	20
7	Student 7	55	70	15
8	Student 8	60	75	15
9	Student 9	70	80	10
10	Student 10	65	75	10
11	Student 11	70	85	15
12	Student 12	65	75	10
13	Student 13	45	85	40
14	Student 14	55	75	20
15	Student 15	60	80	20
16	Student 16	40	75	35
17	Student 17	60	70	10
18	Student 18	50	75	25
19	Student 19	45	80	35
20	Student 20	65	75	10
21	Student 21	50	75	25
22	Student 22	60	65	5
23	Student 23	40	65	25
24	Student 24	60	80	20
25	Student 25	60	80	20
26	Student 26	45	75	30
27	Student 27	50	75	25
28	Student 28	55	70	15
29	Student 29	40	75	35
30	Student 30	50	80	30
	Total	1630	2275	645
	Mean	54,33	75,83	21,50



The gained score of Experimental Class 2 (Board Game)

2. Diartikan mengemukakan dan memperbanyak sebagai tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

NO	STUDENT	CLASS EXPERIMENT 2		
		Pre-Test	Post-Test	Gained Score
1	Student 1	60	70	10
2	Student 2	50	80	30
3	Student 3	65	70	5
4	Student 4	55	75	20
5	Student 5	70	80	10
6	Student 6	60	75	15
7	Student 7	60	65	5
8	Student 8	50	80	30
9	Student 9	55	85	30
10	Student 10	55	80	25
11	Student 11	45	75	30
12	Student 12	50	75	25
13	Student 13	50	80	30
14	Student 14	50	70	20
15	Student 15	40	80	40
16	Student 16	50	75	25
17	Student 17	55	85	30
18	Student 18	45	75	30
19	Student 19	60	65	5
20	Student 20	75	65	-10
21	Student 21	50	70	20
22	Student 22	45	80	35
23	Student 23	60	75	15
24	Student 24	50	60	10
25	Student 25	45	75	30
26	Student 26	65	75	10
27	Student 27	40	75	35
28	Student 28	65	80	15
29	Student 29	50	80	30
30	Student 30	65	75	10
	Total	1635	2250	615
	Mean	54,5	75.00	20,50



Ernest Hemingway

Ernest Hemingway began his writing career as an ambitious young American newspaper man in Paris after the first world war. His early books, including *The Sun Also Rises*, were published in Europe before they were released in the United States.

Hemingway always wrote from experience rather than from imagination in *Farewell to Arms*, published in 1929, he recounted his adventures as an ambulance driver in Italy during the war. In *For Whom the Bell Tolls*, published in 1940, he retold his memories of the Spanish Civil War.

Perhaps more than any other twentieth century American writer, he was responsible for creating a style of literature. The Hemingway style is hard, economical, and powerful. It lured the reader into using their imagination in order to fill in the details.

In 1952, Hemingway published *The Old Man and the Sea*, a short compelling tale of an old fisherman's struggle to haul in a giant Marlin that he had caught in the Gulf of Mexico. Some critics interpreted it as the allegory of man's struggle against old age; other interpreted it as man against the forces of nature. This book was the climax of Hemingway's career. Two years later, he was awarded the Nobel Prize for Literature.



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Unforgettable Trip

A week ago, I had a visit to my hometown in Dago, Bandung. I was enjoying the trip by inter-city bus. It was the most unforgettable trip ever.

First, I got Up early. Then, at 7 o'clock, I arrived at the bus station to wait for my bus. However, the bus was a little bit late because of some trouble. I left for my hometown at ten minutes past seven.

On my trip, my bus chose to traverse the beautiful countryside. I saw the sun was shining brightly, but after a while, it disappeared and mad way for dark clouds. When I got to my hometown, the heavy rain began.

I got out of the bus and walked along in the rain in my raincoat. Fortunately, my old friend came to pick me up at the station and suprised me. He drove me to my house. He told me that my father had asked him to take me out at the station.

After I arrived home, my parent and all my siblings greeted me rousingly. I was lucky to have such a great friend and a marvellous family like them. It was the greatest moment for me.



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Michael Faraday

Michael Faraday was an English scientist born in London on September 22, 1791. A difficult life during childhood was no barrier to Faraday learning science and conducting experiments.

Though Michael Faraday did not attain high level of formal education, he succeeded in gaining fame in physics by formulating the concept of electromagnetics while conducting studies on magnetic fields. Along with that discovery, Faraday invented electromagnetic induction, diamagnetism, and laws of electrolysis. His other invention, the electromagnetic rotary device, encouraged the advance of electrical technology. Surprisingly, he made this invention, a key step in scientific history, with little knowledge of higher mathematics.

Farady also made a big contribution to chemistry, by inventing benzine and the system of oxidation numbers. For his achievements in chemistry, he was honored as Fullerian Professor of Chemistry.

Despite being expert in science, Farady was a religious person. His faith in and commitment to God appeared in Every aspect of his life and work.

JEOPARDY GAME OF “ERNEST HEMINGWAY”

Ernest Hemingway

	QUESTIONS				
Score	100	100	100	100	100
	200	200	200	200	200
	300	300	300	300	300
	400	400	400	400	400
	500	500	500	500	500

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Please retell about what you know of Hemingway!

When did Hemingway begin his career?

Please mention three vocabularies (Verb 2) in the text.

When was *The Sun Also Rises* published?

What was Hemingway's style?

What is the Hemingway first book?

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Please mention kinds of text in English!

Mention generic structures of recount text.

What theme did Hemingway use for many of his books?

In what book Hemingway retold his memories of the Spanish Civil War?

What is recount text?

Please perform one of poetry in English

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When did Hemingway publish *The Old Man and the Sea*?

What prize did Hemingway win after he wrote *The Old Man and the Sea*?

When was he awarded the prize?

Please mention all of Pronoun in English as subject.

Hemingway prefer to write rather than

In what book he recounted recounted about his adventures as ambulance driver?

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UIN SUSKA RIAU



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It lured the reader into using their imagination (paragraph 3).The underline word refers to

Please read UUD 1945

Some critics interpreted it as the.... (paragraph 4).The underline word refers to

Please read Surah Al-Insyirah

What book is the climax of Hemingway career?

Please sing a song

UIN SUSKA RIAU

Thank you
Wish you enjoy the learning and
understand the text...

How many books did Hemingway
write in the story?

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JEOPARDY GAME OF “UNFORGETTABLE TRIP”

Score

UNFORGETTABLE TRIP

QUESTIONS

100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

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HOW DID THE WRITER GET TO HIS HOMETOWN?

RETELL WHAT EVENTS THAT YOU KNOW IN THE STORY!

MENTION THREE V2 IN THE TEXT!

"... AND A MARVELLOUS FAMILY." (PARAGRAPH 5).
WHAT IS THE SYNONYM OF THE UNDERLINE WORD?

"... IT DISAPPEARED AND MADE WAY FOR DARK CLOUDS" (PARAGRAPH 3).
WHAT DOES THE UNDERLINE PRONOUN REFER TO?

WHERE WAS THE WRITER'S HOMETOWN?

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HOW MANY KINDS OF TEXT IN ENGLISH?

WHEN DID THE WRITER VISIT HOMETOWN?

WHAT IS THE PURPOSE OF RECOUNT TEXT?

WHAT IS THE SIBLING MEAN?

THE TEXT THAT RETELL ABOUT PAST EVENTS, SOMEONE'S EXPERIENCES, AND BIOGRAPHY, WE CALL IT...

WHAT DID THE WRITER DO FIRSTLY?

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WHAT TIME DID THE WRITER
ARRIVE AT THE BUS STATION?

WHY THE BUS WAS LATE?

PLEASE SPEAK ABOUT "A TEACHER"

WHAT TIME DID THE WRITER LEAVE
FOR HOMETOWN?

MENTION ALL PRONOUNS "OBJECT"

WHEN DID THE HEAVY RAIN BEGIN?



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MENTION FIVE PILLAR OF PANCASILAI

WHY WAS THE WRITER LUCKY?

PLEASE READ SURAH AD-DHUHA!

PLEASE SING A SONG!

WHAT DID THE WRITER SEE IN THE COUNTRYSIDE?

WHAT IS THE MEANING OF UNFORGETTABLE?

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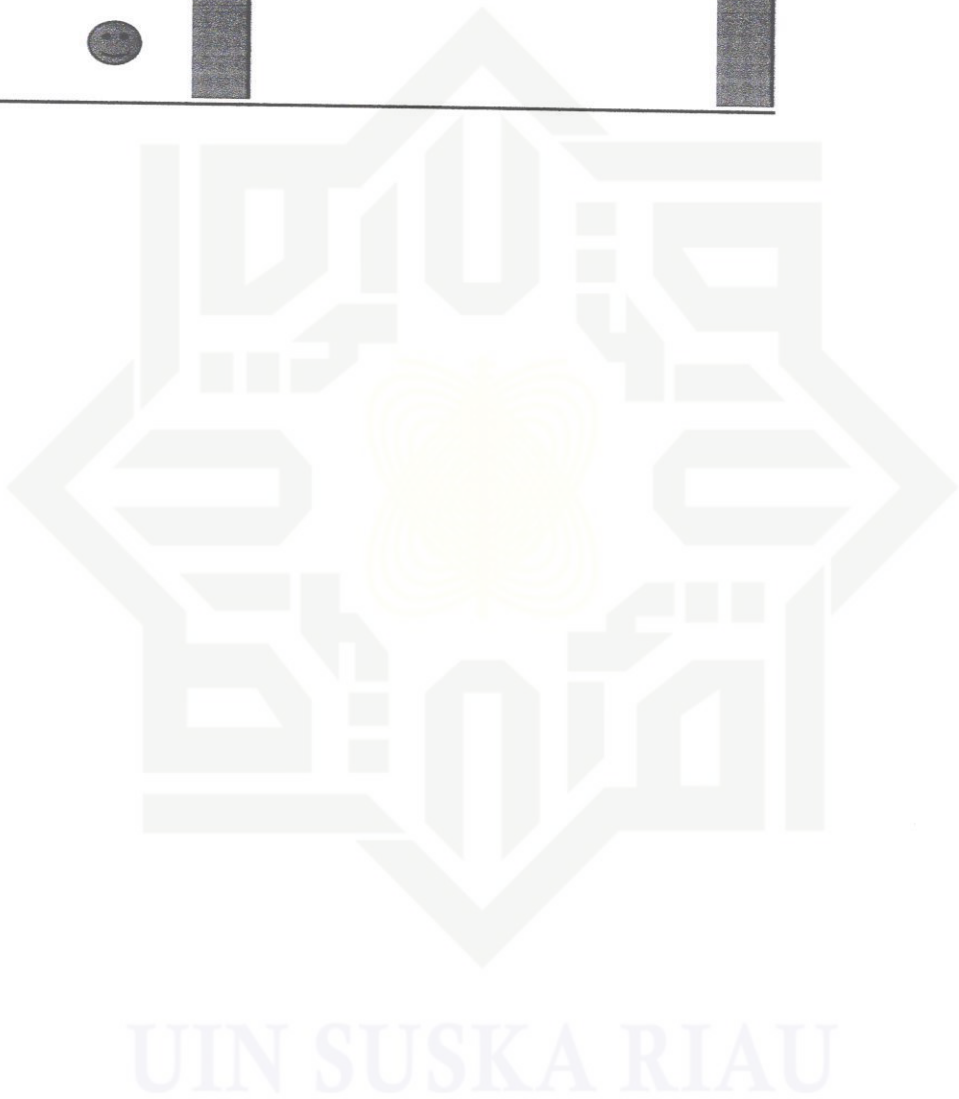
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IT WAS THE GREATEST MOMENT
FOR ME. (LAST PARAGRAPH). THE
UNDERLINE WORD REFERS TO

THANK YOU



Michael Farady

QUESTIONS

Score

100

100

100

100

100

200

200

200

200

200

300

300

300

300

300

400

400

400

400

400

500

500

500

500

500

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Where did Michael Farady's expertise lie?



Please retell what you know of farady!



Please mention three V2 in the text!



What is the main idea of second paragraph?



"His faith in and commitment to God appeared in Every ..." (last paragraph) The underline word is closest in meaning to ...



When was Michael Farady born?





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Where was he born?



**What is Descriptive,
Procedure, and Recount
text?**



**Mention the language
feature of Recount text!**



**What was the Farady
invention?**



**On what field did he
success in gaining fame?**



**The text to entertain the
reader is one of the
purpose of ... text**





Hak Cipta Dilindungi Undang-Undang

How did farady make a big contribution to chemistry?



Please speak about Parent 'Father or Mother'!



Why was he honored as Fullerian Professor of chemistry?



Mention all pronoun as 'Possesive'



What is the main idea of the first paragraph?



When is the indonesia Independent's day? Education's day and Teacher's day?



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What is Farady's other invention?



What is the main idea of the last paragraph?



Who is Michael Farady?



Please Read Surah Al-Qodar!



Please sing a song!



His faith in and commitment to God described that Farady was ...





- Hak Cipta dan Hak Paten
1. Undang-Undang
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“He made this invention ...
(Paragraph 2)”
The underline word refers to



Thank you





BOARD GAME OF "ERNEST HEMINGWAY"

What is the Hemingway first book? (2)

When did Hemingway begin his career? (1)



What's Hemingway's account? (3)

What theme did Hemingway use for many of his books? (4)

What was Hemingway's style? (5)

When did Hemingway publish *The Old Man and the Sea*? (8)

When did Hemingway publish *The Old Man and the Sea*? (7)

Please sing a song (6)

When did Hemingway win after he wrote *The Old Man and the Sea*? (9)

Please read Sural Al-Qodar (10)

When was *The Sun Also Rises* published? (11)

What was he awarded the prize? (14)

Hemingway prefer to write rather than (13)

In what book he recounted about his adventures as ambulance driver? (12)

Back to box 6 (15)

If I lured the reader into using their imagination (paragraph 3). The underline word refers to (16)

Some critics interpreted it as the.... (paragraph 4). The underline word refers to (17)



How many books did Hemingway write in the story? (19)

What book is the climax of Hemingway career? (18)



BOARD GAME OF "UNFORGETTABLE TRIP"

START

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What time did the writer leave for hometown?

When did the heavy rain begin?

Back to the previous box.

Please mention five vocabularies in the text.

Why was the writer lucky?

Why the bus was late?

What is the meaning of unforgettable?

What is the synonym of marvellous?

What time did the writer arrive at ...?

What did the writer see in the countryside?

It disappeared and made way for dark. It ...

What did the writer do firstly?

Please make something Funny, can story, sing, etc.

What is the sibling mean?

When did the writer visit hometown?

It was the greatest moment. It refers to ...

Please read Surah Ad-Duha!

Where was the writer's hometown?

FINISH

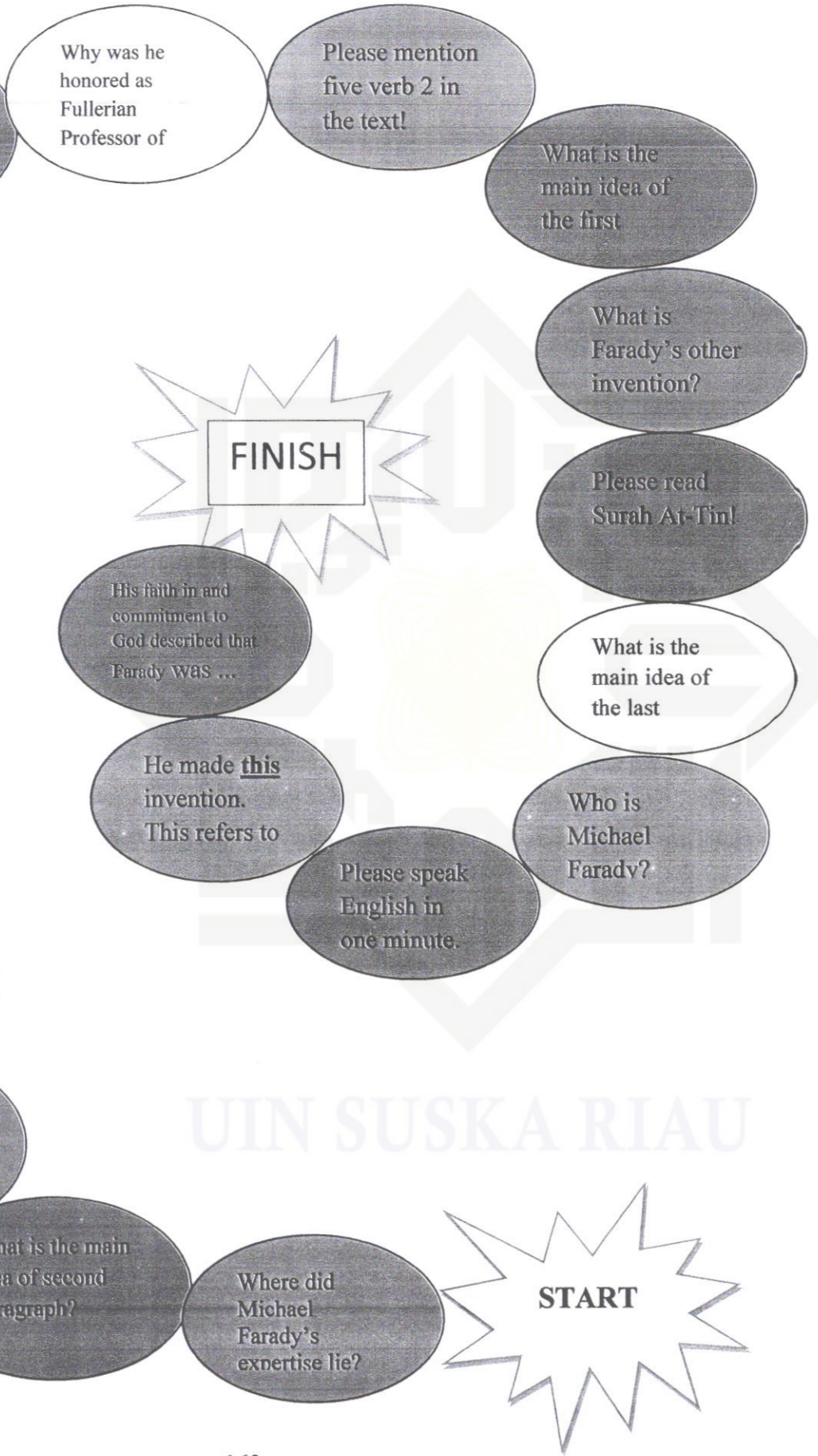


BOARD GAME OF "MICHAEL FARADY"

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Hak Cipta Dilindungi Undang-Undang
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KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan	<ul style="list-style-type: none"> Bentuk kata kerja digunakan dalam Simple Present dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. Bentuk kata kerja digunakan dalam Simple Past dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi. Curriculum Vitae yang sederhana ditulis dengan benar. Berbagai ungkapan digunakan dengan tepat untuk menjelaskan fakta dan angka (facts and figures) pada suatu sajian data. 	<ul style="list-style-type: none"> Telling about people's job using the Simple present tense. <ul style="list-style-type: none"> - At a book prepares food. - Pilots fly aeroplanes. Telling about people's educational background using the Simple past tense. <ul style="list-style-type: none"> - She graduated from SMK Plus Assuyuthiyyah. - The new secretary learned shorthand at the college. Samples of curriculum vitae Expressing facts and figures <ul style="list-style-type: none"> - The graph shows that population growth has been high this last decade. - The latest data show that about three billion rupiahs have been spent for the construction of the factory. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> - Matching pictures with statements Completing dialogs and answering questions Speaking <ul style="list-style-type: none"> - Practicing a conversation - Explaining someone's profession Reading <ul style="list-style-type: none"> - Understanding and discussing graph containing facts and figures - Reading for information: advertisement, a letter, etc. Writing <ul style="list-style-type: none"> - Writing an application letter - Writing one's own curriculum vitae 	<ul style="list-style-type: none"> Tes lisan Menjelaskan profesi Menjelaskan diagram Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat/ form - Menulis surat lamaran dan curriculum vitae - Pilihan ganda 	20	2. Diarahkan menggunakan kemampuan pemecahan masalah, komunikasi, dan kerjasama dengan orang lain, dan kemampuan belajar. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. c. Get Along with English for Vocational School Grade XI Elementary level d. Practical English Usage e. Global Access to the World of Work f. Person to Person g. English New Concept

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
2.2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat	<ul style="list-style-type: none"> Pesan (message) yang diterima lewat telepon dicatat dengan benar. Pesan (message) yang diterima secara langsung dicatat dengan benar. 	<ul style="list-style-type: none"> Expressions dealing with telephone conversations Grammar Review Personal pronouns <ul style="list-style-type: none"> I – me – my – mine – myself Reported speech <ul style="list-style-type: none"> He said that you had to pay for the tickets He asked you to pay for the tickets. He wanted to know if you would be available in the afternoon. He wanted to know where you put his umbrella. Adjective Clause <ul style="list-style-type: none"> Do you know the staff who will be promoted our new division manager? 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Completing a dialog Matching pictures with statements Speaking: <ul style="list-style-type: none"> Role playing on telephone conversations Reading: <ul style="list-style-type: none"> Reading for information Answering questions about reported speech, personal pronouns and adjective clause Writing <ul style="list-style-type: none"> Completing a dialog Writing messages based on a telephone conversation Creating dialogs with given situations. 	<ul style="list-style-type: none"> Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Membuat kalimat Tes lisan <ul style="list-style-type: none"> Pilihan Ganda Tes lisan Menceritakan pesan yang diterima 	20	2. Get Along with English for Vocational School Grade XI ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
2.4. Menceritakan kegiatan di masa lalu dan rencana kerja yang akan datang	<ul style="list-style-type: none"> • Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. • Ungkapan untuk mengemuka-kan kegiatan di masa datang digunakan dalam <i>Tense</i> yang benar. • Surat pribadi yang menceritakan tentang kehidupan masa lalu dan rencana di masa depan ditulis dengan benar. 	<ul style="list-style-type: none"> • Telling about past events and Recount Text • Biography - I saw the crowds were helping the accident victim. - We had locked the room when she came • Telling about future plans - The meeting will be over at two PM. - When you arrive at the office, I will be conducting a meeting. • Sample of a personal letter (telling about past and future events) • Grammar review: <ul style="list-style-type: none"> - Relevant tenses. 	<ul style="list-style-type: none"> • Listening • Completing a dialogue • Matching pictures with statements • Listening for information • Speaking • Practicing conversations with partners - Telling one's own plans (future) • Reading - Reading for information: biography - Answering questions about past tense and future tense • Writing - Completing sentences - Writing the most interesting experience - Writing about one's future dreams 	<ul style="list-style-type: none"> • Tes lisan • Menceritakan • Peristiwa • Dialog • Tes tertulis - Melengkapi kalimat - Menerjemahkan - Pilihan ganda 	24 PS TM	2. Diarahkan menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau 2. Get Along with English for Vocational School Grade XI Elementary level Practical English Usage Global Access to the World of Work Person to Person

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
2.5. Mengungkapkan berbagai macam maksud hati	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menyampaikan undangan digunakan dengan tepat. • Ungkapan-ungkapan untuk melakukan tawar-menawar (<i>bargaining</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan kepastian (<i>certainty</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk memberi dan merespon pujian digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan pendapat/opini digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan persetujuan (<i>agreeing-disagreeing</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan argumentasi digunakan dengan benar. 	<ul style="list-style-type: none"> • Giving invitations - Would you like to come to my place for dinner tonight, please? - With pleasure. - I'm afraid I can't, I've already got an appointment. • Bargaining - Is there any discount for this shirt? - How about fifty thousand rupiahs? - Expressing certainty - I'm sure that it's going to rain this afternoon. - It must be him who called. • Giving and responding to compliments - Fantastic! - You look beautiful tonight. - Thank you. • Expressing opinions - I think that's not true. - What I have in my mind is that • Expressing agreement/ disagreement - You're right. - I'm afraid you've got wrong information, Sir. • Expressing argument - Yes, but don't forget ... - That may be so but ... • Grammar review - Conjunctions / concessive relationship. - Constructions with "used to": a) be/get used to + V-ing b) used to + Verb 1 - Noun clause as object: - I never believe that there will be another rationalization. 	<ul style="list-style-type: none"> • Listening: - Completing a dialogue using pictures - Matching pictures with statements • Speaking: - Performing dialogues based on given situations: - Creating a dialog • Reading: - Reading for information - Answering questions based on written texts. - Completing dialogs using preference expressions • Writing: - Writing an invitation letter with the situation given - Writing dialogues based on given situations. 	<ul style="list-style-type: none"> • Tes lisan • Melengkapi dialog • Menjawab pertanyaan • Melengkapi kalimat • Membuat dialog • Pilihan ganda 	<div> <div>TM</div> <div>PS</div> </div> <div> <div>28</div> <div>28</div> </div>	2. Sumber Belajar ❖ Get Along with English for Vocational School Grade XI ❖ Practical English Elementary level ❖ Usage ❖ Global Access to the World of Work ❖ Person to Person

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.6 Memahami instruksi-instruksi sederhana	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsinya suatu alat dikemukakan dengan benar. • Ungkapan-ungkapan untuk meminta dan memberi saran dan nasihat (<i>suggestion and advice</i>) digunakan secara tepat. • Ungkapan-ungkapan untuk menyatakan keharusan dan kewajiban (<i>necessity and obligation</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk meyakinkan dan membujuk orang lain (<i>convincing and persuading</i>) agar menerima pendapat atau usulan yang diajukan digunakan dengan tepat. 	<ul style="list-style-type: none"> • Expressions used in describing processes: - First, ... - Then ... - Finally ... • Expressions used in asking for and giving suggestions and advice: - What do you recommend for a headache? - You'd better see a doctor. • Expressions used in asking necessity and obligation: - We must be there before the boss comes. - It is necessary for us to be there on time. • Expressions used in persuading and convincing: - Why don't you try our special drink bandrek to warm up your body. - If I were you, I would ... - I'm sure you are on the right track. - I bet you could do it. • Grammar review: - Degrees of comparison - Imperatives - Don't smoke at the petrol station - Keep silent; the baby is sleeping 	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - Practicing dialogs about describing a process - Role playing dialogs on how to ask for and give suggestions and advice. - Creating dialogs dealing with convincing and persuading, expressing necessity and obligations • Reading <ul style="list-style-type: none"> - Reading for information: dialogue, passages and answering questions - Completing sentences with given clues • Writing <ul style="list-style-type: none"> - Completing a dialog - Making a paragraph based on the situation provided. 	<ul style="list-style-type: none"> • Tes tertulis <ul style="list-style-type: none"> - Menjawab pertanyaan - Pilihan ganda - Membuat dialog 	24	24	24	<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XI ❖ Elementary level ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English New Concept

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.7. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima	<ul style="list-style-type: none"> Kata-kata dipilih dengan tepat dan dirangkai menjadi pesan pendek, petunjuk atau daftar Kesimpulan dari suatu pembicaraan ditulis dengan benar menjadi suatu pesan pendek, petunjuk, atau daftar 	<ul style="list-style-type: none"> Samples of short messages, directory and lists based on the situation given by the teacher. Content: punctuation, and spelling 	<ul style="list-style-type: none"> Rearranging words, sentences and paragraphs Composing short messages. Directions, or lists based on the situation given by the teacher. Finding the punctuation errors in a passage 	<ul style="list-style-type: none"> Tes lisan Menyampaikan pesan secara lisan Tes tertulis Membuat pesan singkat dan atau petunjuk cara penggunaan alat secara tertulis. Pilihan Ganda 	10	10	10	<ul style="list-style-type: none"> Get Along With English for Vocational School Grade XI Elementary level Practical English Usage Global Access to the World of Work Person to Person English New Concept

Keterangan:

TM : Tatapmuka

PS : Praktik di Sekolah (2 jam praktik di sekolah setara dengan 1 jam tatap muka)

PI : Praktek di Industri (4 jam praktik di Du/Di setara dengan 1 jam tatap muka)

Mengetahui,
Kepala SMK Global Cendekia


Drs. H. Fahrurrazzi, M.Pd

Kuala Nenas, Juli 2018
Guru Mata Pelajaran


Isnaini, S.Pd



LESSON PLAN EXPERIMENTAL CLASS 1

: SMK Global Cendekia
: English
: XI/ 2
: 1
: 90 Minutes
: Recount Text (Martua Sitorus)

Hak Cipta Dilindungi Undang-Undang
School
Subject
Class Semester
Meeting
Time Allocation
Topic

I. Standard Competence

Students are able to retell in oral and written language about past event and future plans of the topics and competency of language use which is relevant to the topics in context.

II. Basic Competence

Students are able to comprehend a reading text about a topics of the past events with the support of relevant language components.

III. Indicator

1. Identify the main idea of the text
2. Finding the detailed information from the text
3. Finding the meaning of vocabulary of the text
4. Identify the references word, and
5. Identify the inferences word of the text

IV. Learning Objectives

1. Students are able to identify the main idea of the text
2. Students are able to find the detailed information from the text
3. Students are able to find the meaning of vocabulary of the text
4. Students are able to identify the references word, and
5. Students are able to identify the inferences word of the text

V. Learning Materials

Martua sitorus is a person that people from North Sumatra often use as an example of a successful Batak figure. The owner of Wilmar International limited and about 48 companies in Indonesia alone, Martua is an example of how resilience and willingness to learn can lead to success. Like many indonesian billionaires from North Sumatra, Martua got his wealth from oleo chemicals and palm oil business, just like he did decades ago when he was still a small businessman.



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Martua sitorus came from a simple family that made him sell shrimp and fish to pay for his high school and college tuition. However, once he graduated, he managed to start working in the palm oil business field, becoming a small palm oil seller. His big break came in 1991, when he and his partner Kuok Khoo Hong, the nephew of Malaysia's richest tycoon Robert Kuok, founded Wilmar International Limited, a palm oil company, with their own palm oil plantations and refinery. Martua sitorus became the executive director of the company, and was responsible for some of the best expansion and innovations the company made.

Now, he has owned almost 70,000 hectares of oil palm plantations that supply his factories with crude palm oil, plus his own tanker ships for exporting the products, and more than 20,000 employees.

VI. Learning Strategy
Jeopardy Game

VII. Teaching Activities

NO	Activity	Time Allocation
1	Pre Activity	15 Minutes
	Greeting, Praying and Checking Students' attendance list	
	Demonstrating the students about the objectives of study and giving motivation	
2	While Activity	60 minutes
	The teacher divides students into groups (3-5 members each group)	
	The teacher lets the students select the group names and they are introducing and greeting.	
	The teacher charts the Jeopardy and demonstrate the rules.	
	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	
	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	
	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and reference word)	
	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up	



1. Hak Cipta Dilindungi Undang-Undang	quickly.	
	The students cannot use the dictionary but they can ask their member of group about what is the answer.	
	The group who get the highest score is the winner.	
	After all questions are answered; the teacher and students discuss it together.	
	Post Activity	15 minutes
3	Teacher concludes the lesson	
	Teacher gives assignment	

VIII. Teaching Resources

1. White board, Marker, Eraser
2. Laptop, Infocus
3. Relevant text books

IX. Assessment

- a. Technique : Written Test
- b. Form : Multiple Choice
- c. Instrument :

1. What is the main ideal of the second paragraph?
 - a. Sitorus's expansions and innovations.
 - b. Sitorus's career in business
 - c. Sitorus's sport team ownership
 - d. Sitorus's early life
2. "...how resilience and willingness to learn can lead to succes, "

What is the synonym of the underlined word?

 - a. Disagreement.
 - b. Beautifulness.
 - c. Enthusiasm.
 - d. Weakness.
3. What word best describes sitorus?
 - a. Careless.
 - b. Opportunist.
 - c. Uneducated.
 - d. Hard worker

d. Key Answer

1. B
2. C
3. D

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Explanation of Score

- Every right answer gets score = 2
- Maximal Score = 10

Final Score

Students score = 5 x 2

Known by
Teacher of English
Isnaini, S. Pd
NIP. -

Kualu Nenas, 8-5-2019

Observer

Hayatun Faizah

SIN. 21691204936



LESSON PLAN EXPERIMENTAL CLASS 2

School
Subject
Class/Semester
Meeting
Time Allocation
Topic

: SMK Global Cendekia
: English
: XI/ 2
: 1
: 90 Minutes
: Recount Text (Martua Sitorus)

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2. Finding the detailed information from the text
3. Finding the meaning of vocabulary of the text
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IV. Learning Objectives

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V. Learning Materials

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Hak Cipta Dilindungi Undang-Undang
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Hak Cipta Dilindungi Undang-Undang

wealth from oleo chemicals and palm oil business, just like he did decades ago when he was still a small businessman

Martua sitorus came from a simple family that made him sell shrimp and fish to pay for his high school and college tuition. However, once he graduated, he managed to start working in the palm oil business field, becoming a small palm oil seller. His big break came in 1991, when he and his partner Kuok Khoon Hong, the nephew of Malaysia's richest tycoon Robert Kuok, founded Wilmar International Limited, a palm oil company, with their own palm oil plantations and refinery. Martua sitorus became the executive director of the company, and was responsible for some of the best expansion and innovations the company made.

Now, he has owned almost 70,000 hectare of oil palm plantations that supply his factories with crude palm oil, plus his own tanker ships for exporting the products, and more than 20,000 employees.

VI. Learning Strategy

Board Game

VII. Teaching Activities

NO	Activity	Time Allocation
1	Pre Activity	15 minutes
	Greeting, Praying and Checking Students' attendance list	
	Demonstrating the students about the objectives of study and giving motivation	
2	While Activity	60 minutes
	Teacher divides the class into sub-groups or teams.	
	Teacher lets the students to sit each team at its own table.	
	Teacher lets the students lined up in established game play areas.	
	Teacher asks the students to select team names.	
	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	
	Teacher distributes game materials, including game sheets, paper, and something like that.	
	Teacher distributes score sheets, question sheets, and other game materials.	
	Teacher displays game information and player instructions.	



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Post Activity	15 minutes
Teacher concludes the lesson	
Teacher gives assignment	

VIII. Teaching Resources

- White board, Marker, Eraser
- Board game sheet
- Relevant text books

IX. Assessment

- a. Technique : Written Test
- b. Form : Multiple Choice
- c. Instrument :
 - 1. What is the main ideal of the second paragraph?
 - a. Sitorus’s expansions and innovations.
 - b. Sitorus’s career in business
 - c. Sitorus’s sport team ownership
 - d. Sitorus’s early life
 - 2. “...how resilience and willingness to learn can lead to succes,”
What is the synonym of the underlined word?
 - a. Disagreement.
 - b. Beautifulness.
 - c. Enthusiasm.
 - d. Weakness.
 - 3. What word best describes sitorus?
 - a. Careless.
 - b. Opportunist.
 - c. Uneducated.
 - d. Hard worker
- d. Key Answer
 - 1. B
 - 2. C
 - 3. D
- e. Explanation of Score
 - Every right answer gets score = 2
 - Maximal Score = 10
- f. Final Score
 - Students score = 5 x 2

Kualu Nenas, 9-5-2019

Researcher



Hayatun Faizah

SIN. 21691204936

Known by
Teacher of English

Isnaini, S. Pd
NIP. -

HaCes, Dindang-Undang

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Observation Sheet of the First Meeting Experimental Class 1 (Jeopardy Game)

	Item Observed	Observation Times
<p>1. Hak Cipta Dilindungi Undang-Undang</p> <p>2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	Pre Activity	
	Greeting, Praying and Checking Students' attendance List	✓
	Demonstrating the students about the objectives of study and giving motivation	✓
	While Activity	
	The teacher divides students into groups (3-5 members each group)	✓
	The teacher lets the students select the group names and they are introducing and greeting.	-
	The teacher charts the Jeopardy and demonstrate the rules.	✓
	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	✓
	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	✓
	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	✓
	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	-
	The students cannot use the dictionary but they can ask their member of group about what is the answer.	✓
	The group who get the highest score is the winner.	✓
	After all questions are answered; the teacher and students discuss it together.	✓
	Post Activity	
	Teacher concludes the lesson	✓
	Teacher gives assignment	✓

Guru Mata Pelajaran

Ishaini, S. Pd

Kualu Nenas, 8 Mei 2019

Peneliti

Hayatun Faizah, S. Pd



Observation Sheet of the Second Meeting Experimental Class 1 (Jeopardy Game)

No	Item Observed	Observation Times
1	Pre Activity	
	Greeting, Praying and Checking Students' attendance list	✓
	Demonstrating the students about the objectives of study and giving motivation	✓
2	While Activity	
	The teacher divides students into groups (3-5 members each group)	✓
	The teacher lets the students select the group names and they are introducing and greeting.	✓
	The teacher charts the Jeopardy and demonstrate the rules.	✓
	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	✓
	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	✓
	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	✓
	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	✓
	The students cannot use the dictionary but they can ask their member of group about what is the answer.	✓
	The group who get the highest score is the winner.	✓
3	Post Activity	
	Teacher concludes the lesson	✓
	Teacher gives assignment	✓

Guru Mata Pelajaran

Isnaini, S. Pd

Kualu Nenas, 10 Mei 2019

Peneliti

Hayatun Faizah, S. Pd



Observation Sheet of the Third Meeting Experimental Class 1 (Jeopardy Game)

Hak Cipta Dilindungi © Hak cipta ini dilindungi undang-undang No. 12 Tahun 2002 Tentang Hak Cipta	Item Observed	Observation Times
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber. a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	Pre Activity	
	Greeting, Praying and Checking Students' attendance list	✓
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	Demonstrating the students about the objectives of study and giving motivation	✓
	While Activity	
	The teacher divides students into groups (3-5 members each group)	✓
	The teacher lets the students select the group names and they are introducing and greeting.	✓
	The teacher charts the Jeopardy and demonstrate the rules.	✓
	The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	✓
	After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	✓
	The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	✓
	If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	✓
	The students cannot use the dictionary but they can ask their member of group about what is the answer.	✓
	The group who get the highest score is the winner.	✓
	After all questions are answered; the teacher and students discuss it together.	✓
3.	Post Activity	
	Teacher concludes the lesson	✓
	Teacher gives assignment	✓

Guru Mata Pelajaran

Isnaini, S. Pd

Kualu Nenas, 19 Juni 2019

Peneliti

Hayatun Faizah, S. Pd



Observation Sheet of the Fourth Meeting Experimental Class 1 (Jeopardy Game)

Item Observed	Observation Times
Pre Activity	
Greeting, Praying and Checking Students' attendance list	✓
Demonstrating the students about the objectives of study and giving motivation	✓
While Activity	
The teacher divides students into groups (3-5 members each group)	✓
The teacher lets the students select the group names and they are introducing and greeting.	✓
The teacher charts the Jeopardy and demonstrate the rules.	✓
The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are questions or clue behind.	✓
After the preparation finished, the teacher commands students for the first group who can quickly raise their hands.	✓
The group can choose one topic with one score they want. (such as main idea, language feature, generic structure, inference and refence word)	✓
If the group cannot answer the question or clue, the teacher will choose other group who raise hands up quickly.	✓
The students cannot use the dictionary but they can ask their member of group about what is the answer.	✓
The group who get the highest score is the winner.	✓
After all questions are answered; the teacher and students discuss it together.	✓
Post Activity	
Teacher concludes the lesson	✓
Teacher gives assignment	✓

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Guru Mata Pelajaran

Isnaini, S. Pd

Kualu Nenas, 21 Juni 2019
Peneliti

Hayatun Faizah, S. Pd



Observation Sheet of the First Meeting Experimental Class 2 (Board Game)

Hak Cipta Dilindungi Undang-undang	No	Item Observed	Observation Times
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		Greeting, Praying and Checking Students' attendance list	✓
		Demonstrating the students about the objectives of study and giving motivation	✓
	2	While Activity	
		Teacher divides the class into sub-groups or teams.	✓
		Teacher lets the students to sit each team at its own table.	✓
		Teacher lets the students lined up in established game play areas.	✓
		Teacher asks the students to select team names.	✓
		Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	✓
		Teacher distributes game materials, including game sheets, paper, and something like that.	✓
3		Teacher distributes score sheets, question sheets, and other game materials.	✓
		Teacher displays game information and player instructions.	✓
		Post Activity	
		Teacher concludes the lesson	✓
		Teacher gives assignment	✓

Guru Mata Pelajaran

Isnaini, S. Pd

Kualu Nenas, 9 Mei 2019

Peneliti

Hayatun Faizah, S. Pd



Observation Sheet of the Second Meeting Experimental Class 2 (Board Game)

NO	Item Observed	Observation Times
1	Pre Activity	
	Greeting, Praying and Checking Students' attendance list	✓
	Demonstrating the students about the objectives of study and giving motivation	✓
2	While Activity	
	Teacher divides the class into sub-groups or teams.	✓
	Teacher lets the students to sit each team at its own table.	✓
	Teacher lets the students lined up in established game play areas.	✓
	Teacher asks the students to select team names.	✓
	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	✓
	Teacher distributes game materials, including game sheets, paper, and something like that.	✓
	Teacher distributes score sheets, question sheets, and other game materials.	✓
	Teacher displays game information and player instructions.	✓
3	Post Activity	
	Teacher concludes the lesson	✓
	Teacher gives assignment	✓

Guru Mata Pelajaran

Isnaini, S. Pd

Kualu Nenas, 10 Mei 2019

Peneliti

Hayatun Faizah, S. Pd



Observation Sheet of the Third Meeting
Experimental Class 2 (Board Game)

NO	Item Observed	Observation Times
1	Pre Activity	
	Greeting, Praying and Checking Students' attendance list	✓
	Demonstrating the students about the objectives of study and giving motivation	✓
2	While Activity	
	Teacher divides the class into sub-groups or teams.	✓
	Teacher lets the students to sit each team at its own table.	✓
	Teacher lets the students lined up in established game play areas.	✓
	Teacher asks the students to select team names.	✓
	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	✓
	Teacher distributes game materials, including game sheets, paper, and something like that.	✓
	Teacher distributes score sheets, question sheets, and other game materials.	✓
	Teacher displays game information and player instructions.	✓
3	Post Activity	
	Teacher concludes the lesson	✓
	Teacher gives assignment	✓

Guru Mata Pelajaran

Isnaini, S. Pd

Kualu Nenas, 20 Juni 2019

Peneliti

Hayatun Faizah, S. Pd



Observation Sheet of the Fourth Meeting Experimental Class 2 (Board Game)

No	Item Observed	Observation Times
1	Pre Activity	
	Greeting, Praying and Checking Students' attendance list	✓
2	Demonstrating the students about the objectives of study and giving motivation	✓
	While Activity	
	Teacher divides the class into sub-groups or teams.	✓
	Teacher lets the students to sit each team at its own table.	✓
	Teacher lets the students lined up in established game play areas.	✓
	Teacher asks the students to select team names.	✓
	Teacher lets the students to assign roles to play and establish procedures for knowing which team member should respond to a question.	✓
	Teacher distributes game materials, including game sheets, paper, and something like that.	✓
	Teacher distributes score sheets, question sheets, and other game materials.	✓
	Teacher displays game information and player instructions.	✓
3	Post Activity	
	Teacher concludes the lesson	✓
	Teacher gives assignment	✓

Guru Mata Pelajaran

Isnaini, S. Pd

Kuala Nenas, 21 Juni 2019

Peneliti

Hayatun Faizah, S. Pd



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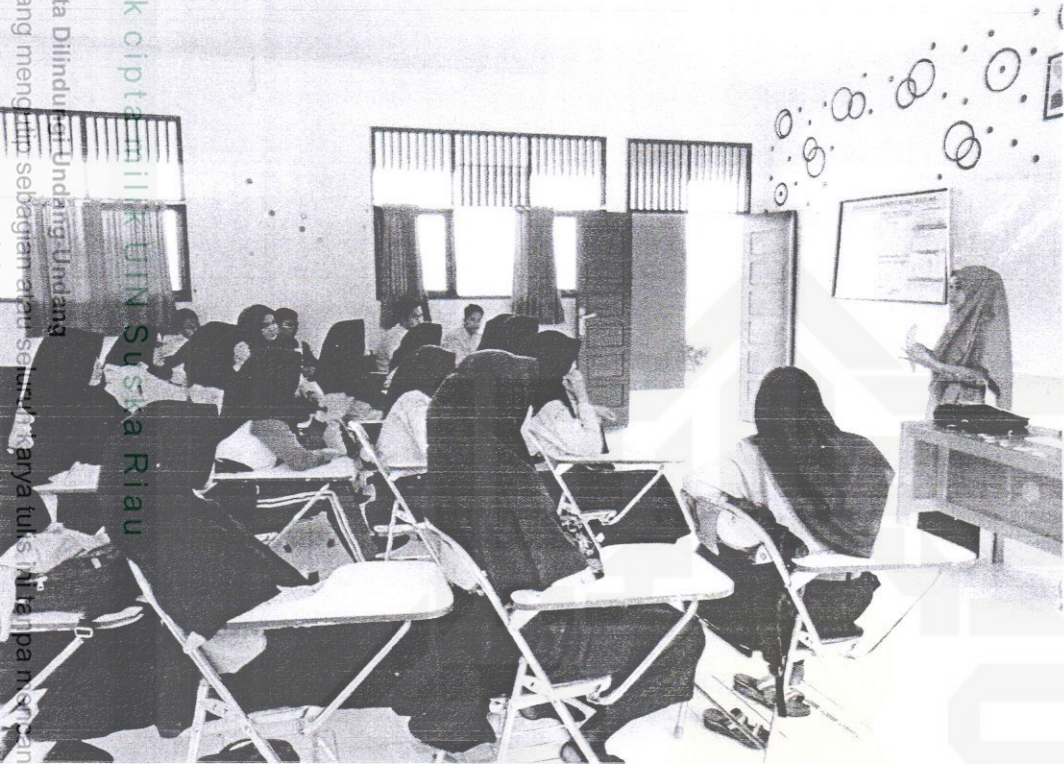
DOCUMENTATION OF USING BOARD GAME

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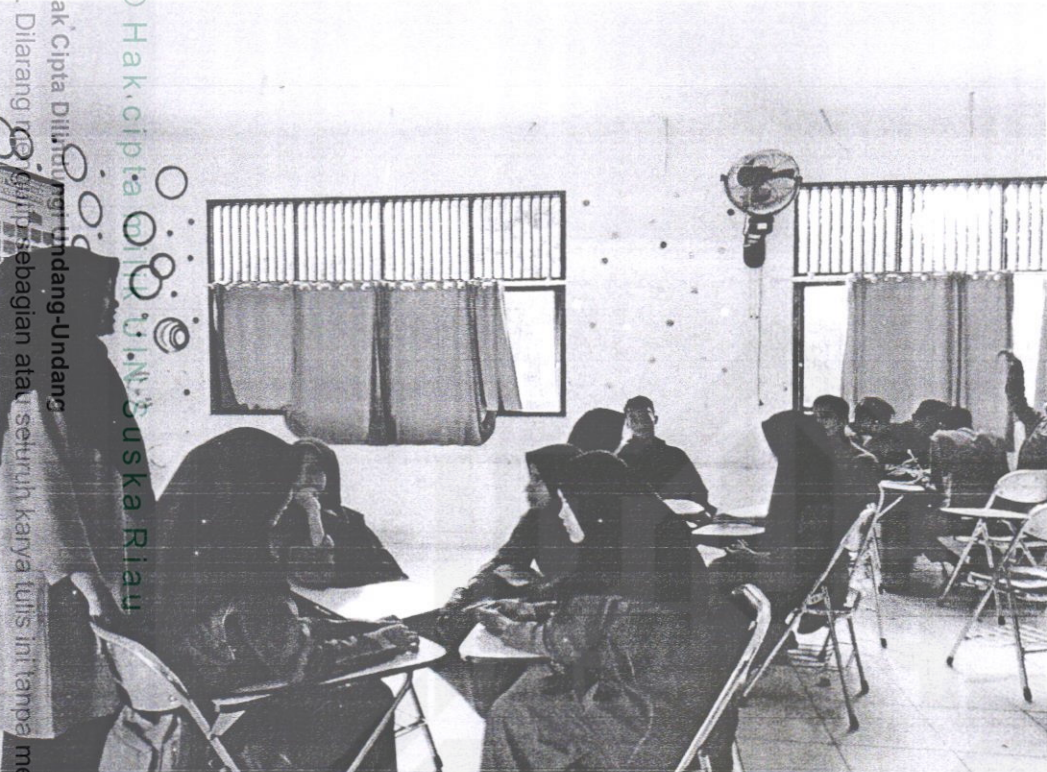
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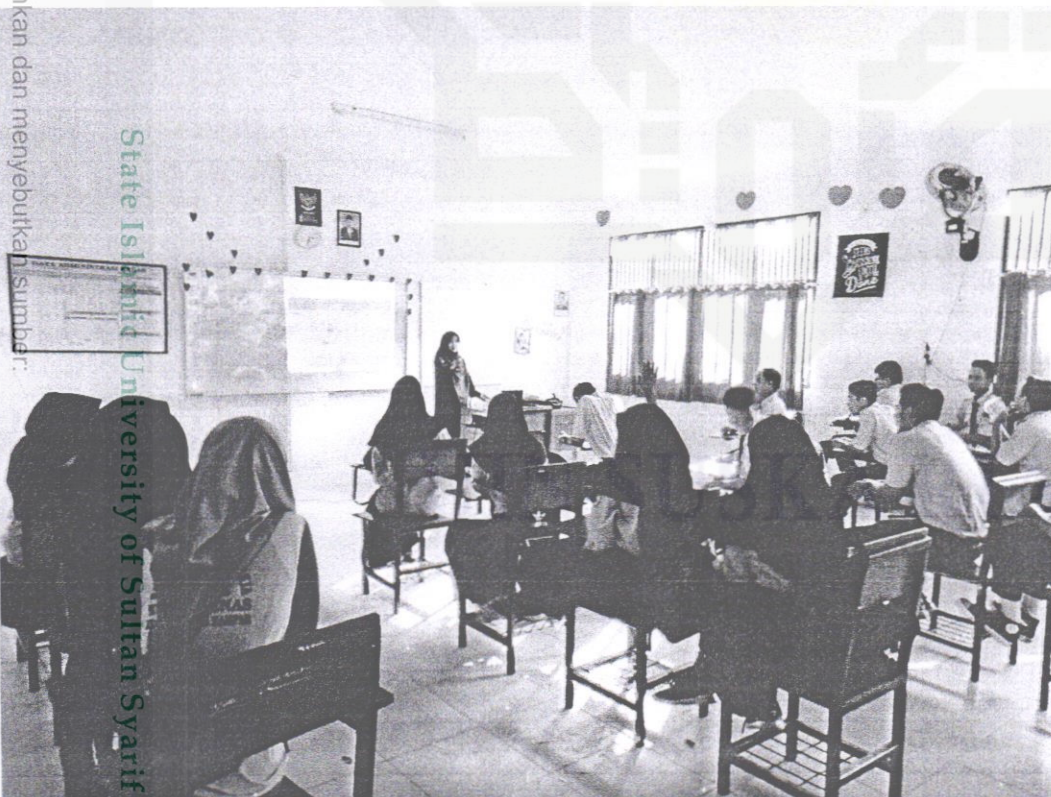
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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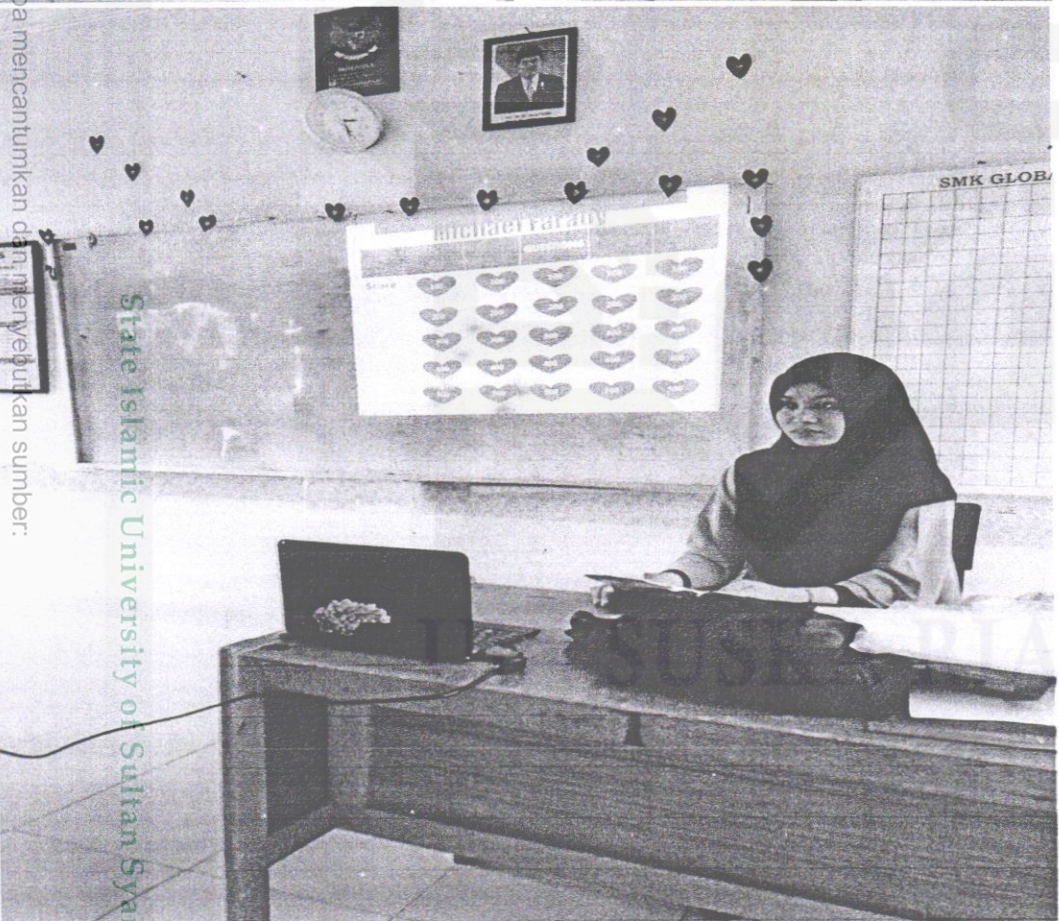
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 مركز ترقيّة اللغة لجامعة سلطان شريف قاسم الاسلاميّة الحكوميّة

State Islamic University of Sultan Syarif Kasim Riau

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CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Hayatun Faizah
 ID Number : 21691204936
 Date of Birth : November 9, 1993
 Sex : Female
 Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

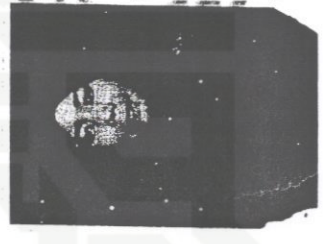
Listening Comprehension : 58
 Structure & Written Expressions : 58
 Reading Comprehension : 51
 Overall Score : 557

Expiry Date : August 12, 2020



English Proficiency Test® Certificate Provided by
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
 The scores and information presented in this score report are approved.
 Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
 HP 0832 7144 0823 Fax. (0761) 858832
 Email : info@pusat-bahasa.info Website : pusat-bahasa.info

The Head of Language Development Center



(Signature)

Mahyudin Syukri, M.Ag
 NIP. 19720421 200604 1 003



LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

SULTAN SYARIF KASIM

State Islamic University of Sultan Syarif Kasim Riau

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Hayatun Faizah

Nomor ID : 21691204936
Jenis Kelamin : Perempuan
Tanggal Lahir : 09 November 1993

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 50
القراءة : 54
القواعد : 55
النتيجة : 530

Berlaku Hingga : 13 Januari 2021



Arabic Proficiency Test Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

Mukyudin Syukri, M.Ag

The Head of Language Development Center

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	9/1-18	Problem Statement clear Research Question (Plan) Data Collection Methods		
2.	21/1-18 15/4-19	- OK - - More robust - Add Items to Detailed Information		
3.	4/7-19	analisis gain score		
4.	11/8-19	Ass. penelitian audio gain plan		
5.				
6.				

Catatan :
*Coret yang tidak perlu

Pekanbaru, 11/.../2019
Pembimbing I / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	23/1-2019	Research Problem an pengantar ke teori - Population of the study		
2.	9/4-2019	- Research gaps - Relevant research - RC from King study - Data Analysis		
3.	15/4-2019	- Instrument		
4.	20/7-2019	- Discussion - Approved		
5.				
6.				

Catatan :
*Coret yang tidak perlu

Pekanbaru, 25/7-2019
Pembimbing I / Go Promotor*



UIN SUSKA RIAU

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA

HAYATUN FAIZAH

NIM

21691204936

PROGRAM STUDI

KONSENTRASI

PBI

PEMBIMBING I / PROMOTOR

Dis. Promadi, MA, Ph.D

PEMBIMBING II / CO PROMOTOR

Dr. Bukhari, S.Pd.I, M.Pd

JUDUL TESIS/DISERTASI

The effect of ~~teaching~~ ^{Teoparty}
and Board Game on Students'
Reading Comprehension at

State Islamic University of Sultan Syarif Kasim Riau

High school Kampar Regency

PROGRAM PASCASARJANA

UNIVERSITAS ISLAM NEGERI

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UIN SUSKA RIAU



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA

كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX.1004

Phone & Facs, (0761) 858832, Site : <http://uin-suska.ac.id> E-mail : pps_uinsuskariau@gmail.com

Nomor 1063/Un.04/PPs/PP.00.9/2019

Pekanbaru, 15 April 2019

Lamp. 1 berkas

Perihal Izin Melakukan Kegiatan Penelitian Tesis

Kepada Yth.

Kepala Dinas Penanaman Modal

dan Pelayanan Terpadu Satu Pintu Provinsi Riau

Di
Pekanbaru

Dengan hormat,

Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Hayatun Faizah
NIM	: 21691204936
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: The Effects Using Jeopardy And Board Game On Students' Reading Comprehension At Global Cendekia Vocational High School Kampar Regency

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMK Global Cendekia Kualu Nenas Kabupaten Kampar.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Masalam
Direktur,

Prof. Dr. Afrizal M, MA

NIP. 19591015 198903 1 001

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State Islamic University of Sultan Syarif Kasim Riau



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DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126



182010

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/22267
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca
Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor :**
503/Un.04/PPs/PP.00.9/2019 Tanggal 15 April 2019, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | HAYATUN FAIZAH |
| 2. NIM/KTP | : | 21691204936 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE EFFECTS OF USING JEOPARDY AND BOARD GAME ON STUDENTS' READING COMPREHENSION AT GLOBAL CENDEKIA VOCATIONAL HIGH SCHOOL KAMPAR REGENCY |
| 7. Lokasi Penelitian | : | SMKS GLOBAL CENDEKIA KUALU NENAS |

dengan ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 30 April 2019



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

embusan :

Disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
- Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
- Yang Bersangkutan

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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 Telp. 22552/21553
PEKANBARU

Pekanbaru, 02 Mei 2019

No 800/Disdik/1.3/2019/5840
Sifat Biasa
Lampiran
Hal Izin Riset / Penelitian

Kepada
Yth. Kepala SMKS Global Cendekia
Kualu Nenas
di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/22267 tanggal 30 April 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

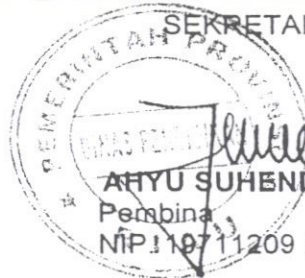
Nama : HAYATUN FAIZAH
NIM : 21691204936
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsentrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Judul Penelitian : THE EFFECTS OF USING JEOPARDY AND BOARD GAME ON STUDENTS READING COMPREHENSION AT GLOBAL CENDEKIA VOCATIONAL HINGH SCHOOL KAMPAR REGENCY
Lokasi Penelitian : SMKS GLOBAL CENDEKIA KUALU NENAS

Dengan ini disampaikan hal-hal sebagai berikut :

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3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



AHYU SUHENDRA, SE

Pembina

NIP.19711209 200012 1 006

Tembusan:



YAYASAN ALHAMIDYAH AZIZYAH
SEKOLAH MENENGAH KEJURUAN GLOBAL CENDEKIA
KECAMATAN TAMBANG KABUPATEN KAMPAR

AKREDITASI : B NSS : 322140670002,

NPSN : 69902405

Jln Raya Pekanbaru - Bangkinang Km 27 Kualu Nenas

Kode Pos 28462

SURAT KETERANGAN PENELITIAN

NO: 422/SK/SMK.GC/VI/2019/147

Saya yang bertanda tangan di bawah ini :

Nama : Drs. H. Fahrurrazi, M. Pd
 Jabatan : Kepala SMK Global Cendekia
 Unit Kerja : SMK Global Cendekia

Dengan ini menerangkan bahwa:

Nama : Hayatun Faizah
 NIM : 21691204936
 Program Studi : Pendidikan Agama Islam (PAI)
 Konsentrasi : Pendidikan Bahasa Inggris (PBI)
 Universitas : Pascasarjana UIN SUSKA Riau

Adalah benar telah melakukan penelitian dalam rangka penulisan Thesis yang berjudul : **"The Effects of Using Jeopardy and Board Game on Students' Reading Comprehension at Global Cendekia Vocational High School Kampar Regency"**. Sejak Tanggal 02 Mei 2019 sampai dengan tanggal 22 Juni 2019, serta telah membahas materi hasil penelitiannya dengan kami.

Demikian keterangan ini kami buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Kualu Nenas, 22 Maret 2019
 Kepala SMK Global Cendekia



Drs. H. Fahrurrazi, M. Pd



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA

NIM

PROGRAM

PRODI

KONSENTRASI

HAYATUN FAIZAH

21691204936

PASCA SARJANA

PAI

PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jumat, 7 Juli 2017	The comparison between The effect of using Imagery strategy and cubing strategy on students writing ability at state junior high school 2 Kampar		Rahmi Hopridawati
2	Kumat, 7 Juli 2017	The Effect of using pictures through Background Knowledge strategy on Students' vocabulary mastery and writing ability At Pesantren Technology of Riau		Erna Wati
3	Kumat, 7 Juli 2017	A comparison between The Effect of using PWIM (Picture Word Inductive Model) and TTW (think Talk Write) strategies on students' Writing Ability At state junior high school 1 Kampar Timur		Defi Haryati Fitri
4	Jumat, 7 Juli 2017	The Influence of personality Traits and language learning strategies towards speaking ability at language Development Center UIN SUSKA Riau		Damalis
5	Jumat, 7 Juli 2017	The Model of speaking ability: A study on students speaking motivation and speaking anxiety at language Development Center of UIN SUSKA Riau		Muhammad Yusuf
6	Jumat, 7 Juli 2017	The Influence of self-Efficacy and self esteem toward Writing Ability in Descriptive Text At Islamic senior High school of Islamic Bording school Technology of Riau Pekanbaru.		Raudhatul Hasana
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Pekanbaru, 7 Juli 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

Halaman 1 dari 1

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : HAYATUN FAIZAH
NIM : 21691204936
PROGRAM : PASCA SARJANA
PRODI : PENDIDIKAN AGAMA ISLAM
KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	05/01 2018	Praktek jual beli sumber mata air sikumbang dalam persfektif Ekonomi Islam (studi di Desa Pulau Sarak Kec. Kampar Kab. Kampar		M. Rizal
2				
3	05/01 2018	Analisis faktor ² yang mempengaruhi minat anggota atau agen untuk memilih bergabung pada PT Herbal Penawar Alwahida Indonesia (HPAI)		M. Anggara
4				
5	05/01 2018	Analisis pemikiran koperasi Bung Hatta menurut persfektif Ekonomi		Puji Afriyeni
6	05/01 2018	Pengaruh Total pembiayaan dan dana pihak ketiga terhadap financing to Deposito Ratio pada Bank BPRS di Indonesia tahun 2012-2016		Retno
7				
8	05/01 2018	Analisis Peran stakeholder perbankan Syariah sebagai upaya meningkatkan Kinerja Bank Syariah		Reza
9				
10	05/01 2018	studi komparatif pembiayaan kredit tanpa agunan di tinjau dari sudut pandang Ekonomi Syariah (studi kasus pada Bank Syariah mandiri dari Bank Rakyat Indonesia		Welly
11				
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Pekanbaru, 15 Januari 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

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: HAYATUN FAIZAH
: 21691204936
: PASCA SARJANA
: PENDIDIKAN AGAMA ISLAM
: PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	05/01 2018	Analisis hak warisan anak diluar nikah persfektif hukum Islam dalam UU No 1 Tahun 1974		
2				
3	05/01 2018	Efektifitas Pendidikan Bola Paras dengan menggunakan metode syar'iah dan Assyamiah untuk meningkatkan kemahiran berbicara siswa di Sekolah Tsanawiyah Al-Ihsan kubang		
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Pekanbaru, 5 Januari 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : HAYATUN FAIZAH
NIM : 21691204936
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Monday May, 21 st 2018	The Implementation of jigsaw model on Students' participation and reading Comprehension in Narrative Text of SMAN 9 Pekanbaru		Atikah Rahmi
2		An analysis of scientific Approach in 2013 Curriculum in Teaching English as a Foreign Language (a book of Ridwan Abdullah Sani in Pembelajaran saintifik untuk implentasi K-13		Made Oriana
3		Emparing Teachers' Performance in teaching English (a study on a book of Muriel Savigne Troke "Introducing SLA"		Fitria Zahara
4		An Error Analysis on the use of Conjunction in Sentences (Case study on the sixth Semester at English Education program of STAI Hubbul Wathan Duri)		Mohd Rafi Ruyawi
5		The use IRP strategy and reading motivation towards Strdents' reading Comprehension Descriptive text at the First grade of SMAN 1 Kampar Kiri		Heller Nidya
6		The affixation analysis on English for SHS of tenth grade Students		HIFNI Anis
7		An analysis of English text book "Path way to English" through Bloom Taxonomy		Meirga Nunyanti
8		The Effect of using mnemonic devices toward students memorizing in reading text at students of Mts Thamrin Yahya Pombai Lulin		wirda Jannatul Jannah

Pekanbaru, 21 Mei 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

A : HAYATUN FAIZAH
 : 21691204936
 GRAM : PASCA SARJANA
 DI : PAI
 SENTRASI : PENDIDIKAN BAHASA INGGRIS

TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
SENIN 14 Jan 2019	The Effect of Using Jigsaw and levels of participations in the class on students' reading - Comprehension		Atika Rahmi
	The Implementation of Scientific approach in Teaching English; A case study at SMA Cendana Pekanbaru.		Made Oriana
	The relationship Between students' Perception on Teaching Listening by using story telling and their listening		Yolanda Dita
	SKILL at SMK Farmasi Ikasari Pekanbaru.		
	Students' anxiety in speaking performance; A Case Study at MA Darel Hikmah Pekanbaru.		Tarry Yumita

Pekanbaru, 14 Januari 2019
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

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Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

A

GRAM

DI

SENTRASI

: HAYATUN FAIZAH
 : 21691204936
 : PASCA SARJANA
 : PAI
 : PENDIDIKAN BAHASA INGGRIS

TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
SENIN 14 Januari 2019	Analisis Implementasi Standar Akutansi Keuangan (SAK) syariah dalam pembiayaan gadai emas di Pegadaian syariah cabang pegadaian syariah		Erme Siregar
	Analisis Efisiensi Baitul maal wat-Tamwil di Kota Pekanbaru		Zubaidah Asyifa
	Kreativitas Motivasi dan sistem jual-beli pedagang WNI keturunan China menurut perspektif ekonomi syariah di Kabupaten Bengkalis.		Fitri Handayani
	Analisis sistem pelayanan tariff dan akhirak terhadap minat konsumen mengunjungi Hotel Pesona syariah di Kota Pekanbaru		Henry Martin
	Analisis Pengaruh Dana pihak ketiga, Non-Performing financing dan financing to Deposit Ratio terhadap Pembiayaan mudharabah pada Bank Umum syariah di Indonesia Tahun 2013-2017		Welly Mariko

Pekanbaru, 14 Januari 2019
Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

1A

GRAM

DI

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Hayatun Faizah

21691204936

Pascasarjana

PAI

PEI

NO	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	The Influence of Using Google Translate On Students' Writing Ability Vocabulary Mastery		Yunia Fajar suyepti
2	Character Education of Islam in English Text Book Entitled Bahasa Inggris kelas X SMA/MA/SMK/MAK, published by the Ministry of Education and culture of Indonesia 2014		Diana Riz Simamora
11 Oktober 18	English Teacher's Perspective on Implementation of 2013 Curriculum (Multiple story in SMA Cendana Pekanbaru and SMA 8 Pekanbaru)		Apifah Zulfa Mustika

Pekanbaru, 11 Oktober 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar

Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Hayatun Faizah
NIM : 2169 1204 936
PROGRAM : S2
PRODI : PAI
KONSENTRASI : PAI

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State Islamic University of Sultan Syarif Kasim Riau

NO	TGL HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	7 September 2018	The Correlation between Students' Perception of English subject	zh	Fitra Imelda
2	7 September 2018	and Their Motivation in English of Senior High School in Siak Hulu Kampar Regency		
3				
4		The Correlation between Students' Personality traits and Their English Achievement of Vocational High School in Tambang Kampar Regency	zh	Hayatun Faizah
5				

Pekanbaru, 7 September 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 195910151989031001

NB: Kartu ini dibawa setiap mengikuti seminar
Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA

NIM

PROGRAM

PRODI

KONSENTRASI

NO

TGL/HARI

JUDUL TESIS/DISERTASI

PARAF SEKRETARIS

KET

HAYATUN FAIZAH

21691204936

PASCA SARJANA

PAI

PBI

Hak Cipta dilindungi Undang-Undang

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3. Diarangi untuk dipublikasikan atau disebarluaskan secara elektronik atau cetak tanpa izin UIN Suska Riau.

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5. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

6. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

7. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

8. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

9. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

10. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

11. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

12. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

13. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

14. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

15. Diarangi untuk dipinjam atau dipertukarkan dengan karya tulis orang lain.

The Effect of Interview technique to students' speaking and Writing ability at first semester In IAIN Padang Sidempuan

2h

Nursalimah Nasution

The effect of using storyboard Technique on students' Descriptive text in writing ability at senior High school Tambora Utara POKAN Hulu

2h

Susmawati

an Exploration of students speaking anxiety in learning English as a foreign language in a state Islamic University in Pekanbaru

2h

Dehika Zamitha Putri

Pekanbaru, 7 September 2018

Direktur,

Prof. Dr. Afrizal, M, MA

NIP. 19591015 198903 1 001

1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

3. Salah satu

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : HAYATUN FAIZAH
NIM : 21691204936
PROGRAM : Pasca
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1.	25-07-2018	NAKHAH ANAK PASCA PERCERAIAN DALAM PERSPEKTIF HUKUM ISLAM DAN HUKUM POSITIF (STUDI KASUS DI PENGADILAN AGAMA WILAYAH HUKUM PTA RIAU)		

Pekanbaru, 25 JULI 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar

Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

MA : HAYATUN FAIZAH
1 : 21691204936
PROGRAM : PASCA SARJANA
JURUSAN : PAI
KONSENTRASI : PPI

TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
24 / 10 / 2018	KADISHARIJI TENTANG MEMEGANG KEMALUHAN DAN MELIHATNYA (STUDI SADAD DAN MATAIN DALAM ILMU MUKHTALAF HADIS		

Pekanbaru, 24 JULI 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Hayatun Fazah
NIM : 21691204936
PROGRAM : Pasca
PRODI : PAI
KONSENTRASI : PBJ

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1.	21/7/2018	Konsep hikmat al- tasyril sebagai asas ekonomi dan keuangan bisnis Islam dalam kitab hikmat al tasyril Wafalsafatuhu Karya Ali Ahmad al -Jurjari (1866 -1961 M)		Nurhadi

Pekanbaru, 21 Juli 2018

Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar

Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



CURRICULUM VITAE



: Hayatun Faizah

: Pulau Bayur

: Nopember 9th, 1993

: Female

: Teacher of English

: Islam

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: Kampar

: Riau

: Muhammad Diran (Father)

Nurhani (Mother)

: Arif Surya Wibawa, S.H

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MTs Islamic Centre Al-Hidayah Kampar (2009)

MA Islamic Centre Al-Hidayah Kampar (2012)

UIN SUSKA RIAU (2016)

Employment History : 1. Teacher of English at MTsN 8 Kampar (2016)

2. Teacher of English at SMK Global Cendekia

3. Teacher of English at PP. Jabal Nur Kandis

Organizational Experiences : 1. Students Assosiation of EED (HMJ-PBI),

2. Unit Pengembangan Tilawatil Qur'an (UPTQ) UIN SUSKA,

3. Himpunan Pelajar Mahasiswa Padang Luas (HIPMA-PALAS).